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ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF SALEM.

DECEMBER, 1879.

SALEM, MASS:
T. J. HUTCHINSON & SON, STEAM PRINTERS.
1880.

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IN SCHOOL COMMITTEE,
Salem, Dec. 15, 1879.

Ordered, That the Reports of the several Standing Committees and of the Superintendent be adopted collectively as the Annual Report of this Board, and that a sufficient number of copies of the same, or extracts from the same, in accordance with the rules and regulations, be printed under the direction of the Executive Committee, for the use of the inhabitants of the City, as required by the law of the Commonwealth.

ATTEST,

HENRY M. MEEK, Secretary.

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BOARD OF SCHOOL COMMITTEE, 1879.

HENRY K. OLIVER, Mayor, Chairman ex-officio.

WILLIAM A. HILL, President of the Common Council, member ex-officio.

WARD ONE.

Term expires 1880.	Term expires 1881.	Term expires 1882.
Henry J. Pratt, 60 Lafayette.	Edward Fitzgerald, 17 Charter.	Lawrence E. Millea, 16 Elm.

WARD TWO.

Samuel C. Simonds, 4 Winter.	Stephen B. Ives, Jr., 22 Winter.	Charles Sewall, 12 Brown.

WARD THREE.

O. W. Holmes Upham, 313 Essex.	John Preston, 1 Mt. Vernon.	Leverett S. Tuckerman, 41 Chestnut.

WARD FOUR.

George H. Allen, 298½ Essex.	James Donaldson, 172 Federal.	James P. Franks, 6 Monroe.

WARD FIVE.

George F. Choate, 13 Roslyn.	George Batchelor, 25 Linden.	John R. Lakeman, 21 Linden.

WARD SIX.

S. F. Chase, 36 Barr.	Edward E. Dalton, 21 Mason.	Nathaniel A. Very, 16 Buffum.

HENRY M. MEEK, Secretary of the Board.

AUGUSTUS D. SMALL, Superintendent of Schools.

WILLIAM MANSFIELD, Messenger.

Executive Committee.

Mayor Oliver, President Hill, and Messrs. Choate, Sewall, and Upham.

First Visiting Committee—High School.

George F. Choate, Chairman.

Edward Fitzgerald, James P. Franks.

Second Visiting Committee—Grammar Schools.

Charles Sewall, Chairman,	Sub-Committee	for	the	Phillips School.
Henry J. Pratt, ...	"	"	"	Bentley School.
George H. Allen, . . .	"	"	"	Bowditch School.
James Donaldson, . . .	"	"	"	Holly-st. School.
Leverett S. Tuckerman, .	"	"	"	Pickering School.

Third Visiting Committee—Primary Schools.

John R. Lakeman, Chairman,	Sub-Committee	for	the	Broad-st. School.
Henry J. Pratt, ...	"	"	"	Bentley School.
John Preston, ...	"	"	"	Boston-st. School.
O. W. Holmes Upham, . .	"	"	"	Browne Schools.
Edward E. Dalton, ...	"	"	"	Dunlap-st. School.
Lawrence E. Millea, . . .	"	"	"	Fowler-st School.
George Batchelor, ...	"	"	"	Holly-st. School.
Nathaniel A. Very, . . .	"	"	"	Howard-st. School.
S. F. Chase, ...	"	"	"	North-st. School.
Samuel C. Simonds, . . .	"	"	"	Phillips School.
Stephen B. Ives, Jr., . . .	"	"	"	Skerry-st. School.

Committee on Naumkeag School.

John R. Lakeman, Chairman.

George Batchelor, George F. Choate.

Committee on Evening Schools.

Leverett S. Tuckerman, Chairman.

George Batchelor, Lawrence E. Millea.

Committee on Music.

James Donaldson, Chairman.

S. F Chase, James P. Franks.

Committee on Drawing.

O. W. Holmes Upham, Chairman.

James P. Franks, Henry J. Pratt.

REPORT OF EXECUTIVE COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 15, 1879.

To the School Committee.

THE Executive Committee present the customary Annual Report of the Expenditures and Receipts of the School Department, for the fiscal year ending November 30th, 1879.

I. Permanent Investment.

(*a.*) ALTERATIONS AND ADDITIONS.

Carpentry,	$874 93	
Concrete pavements, new,	542 85	
Heating, changes, not apparatus,	153 06	
Ironwork,	79 15	
Masonry,	711 54	
Painting,	698 11	
Plumbing,	162 79	
Slate slabs,	86 50	
		$3,308 93

(*b.*) APPARATUS.

Chemical,	$40 19	
Heating, new, not repairs,	581 63	
Illustrative or Philosophical,	72 85	
		$694 67
Amount carried forward,		$4,003 60

Amount brought forward,		$4,003 60

(*c.*) FURNITURE.

Carpets,	$11 40	
Curtains and Drapery,	172 11	
Desks, Tables, and Chairs,	254 25	
Labor and Material, in construction,	383 31	
		$821 07

(*d.*) LIBRARIES AND CABINETS.

Atlases,	$40 00	
Books,	1,623 66	
Charts, Globes, and Maps,	67 05	
Mounting and new Binding,	12 00	
Statuary,	3 00	
		$1,745 71
Total, Permanent Investment,		$6,570 38

II. Current Expenditures.

(*a.*) SALARIES.

Superintendent,		$2,500 00	
High School,		8,050 00	
Bentley Grammar,	2,885 00		
Bowditch School,	6,100 00		
Phillips Grammar,	3,900 00		
Pickering School,	3,400 00		
Saltonstall School,	5,050 00	21,335 00	$31,885 00
Amount carried forward,		$31,885 00	$38,455 38

Amount brought forward,		$31,885 00	$38,455 38
Bentley Primary, - -	2,100 00		
Bertram School, - -	1,600 00		
Browne School, No. 1, -	2,070 00		
Browne School, No. 2, -	2,000 00		
Carlton School, - -	2,100 00		
Endicott School, - -	2,100 00		
Lincoln School, - -	2,100 00		
Oliver School, - -	2,600 00		
Phillips Primary, - -	2,600 00		
Pickman School, - -	2,100 00		
Prescott School, - -	2,100 00		
Upham School, - -	2,100 00	$25,570 00	$25,570 00
Naumkeag School, - - - -		600 00	600 00
Mechanical Drawing School,	796 00		
Freehand Drawing School,	832 00	1,628 00	1,628 00
Phillips Evening School,	454 18		
Naumkeag Evening School,	282 50	736 68	736 68
Truant Officers, - - - -		810 00	810 00
Total Salaries,		$61,229 68	

(*b.*) CARE OF HOUSES.

Janitors, - - - - - -		2,916 00	2,916 00

(*c.*) REPAIRS.

Carpentry, - - - -		1,032 97	
Clocks, repairs, - - -		41 45	
Dry Goods, - - - -		12 25	
Furnaces, repairs, - - -		$346 74	
Amount carried forward,		$1,433 41	$70,716 06

Amount brought forward,	$1,433 41	$70,716 06
Furniture, repairs,	12 42	
Hardware and Iron-work,	52 32	
Labor, not classified otherwise,	12 05	
Masonry,	477 24	
Painting and Glazing,	795 57	
Piano-tuning,	2 50	
Plumbing,	155 76	
Roofing and Slating,	360 71	
Steam-working,	141 16	
Upholstery,	13 82	
Yards, repairs,	157 30	
		$3,614 26
(*d.*) SUPPLIES.		
Art materials,	$9 55	
Brushes and Brooms,	120 00	
Cleansing materials,	55 00	
Dry Goods,	4 25	
Erasers, Pointers, Call-bells, etc.,	76 50	
Fuel,	2,614 60	
Gas,	386 82	
Grocers' supplies,	15 13	
Hardware,	71 84	
Ink and Chemicals,	59 94	
Mats and Baskets,	24 50	
Rewards of Merit,	54 23	
Stationery, Crayons, etc.,	671 47	
Water,	509 85	$4,673 68
Amount carried forward,		$79,004 00

Amount brought forward,		$79,004 00
(*e.*) BOOKS FOR PUPILS.		
Supply, by law, to indigent Pupils,	$549 68	$549 68
(*f.*) MISCELLANEOUS.		
Advertising and Printing, -	591 10	
Expressage and Teaming, - -	155 10	
Rents and attendant Expenses, -	449 63	
Unclassified :—		
Charles S. Balcomb, *clerical work,* -	3 50	
Charles A. Burdett, *diplomas,* -	12 60	
Perley Derby, *census,* - - -	253 15	
Jonathan Perley, *sundries,* - -	5 25	
P. O. Department, *box rent* 1 1-4 *yrs.,* -	7 50	
Augustus D. Small, *cash paid,* -	9 60	
A. A. Smith & Co., *sundries,* -	5 76	
Joseph H. Torr, *labor,* - -	1 00	
George D. Webber, *diplomas,* -	28 75	1,522 94
Total, Expenditures,		$81,076 62

III. Receipts.

Dog Tax, from County, - -	1,224 49	
Duplicate Bill, off-set, - -	2 00	
Income of Andrews Fund, - -	85 50	
Income of Browne Fund, unpaid, -		
Old Materials, sold, - - -	18 88	
Tuition of Non-Residents, -	400 00	
Total, Receipts,		$1,730 87

IV. Summary.

	In 1879.	In 1878.
Permanent Investment, - -	$6,570 38	$6,168 30
Current Expenditures, - -	74,506 24	73,237 91
Gross Expenditures,	$81,076 62	$79,406 21
Receipts, - - - -	1,730 87	1,857 70
Net Current Expenditures,	$72,775 37	$71,380 21
Net Total Expenditures,	$79,345 75	$77,548 51

For the Committee,

HENRY K. OLIVER, *Chairman.*

REPORT OF THE FIRST VISITING COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 15, 1879.

THE First Visiting Committee are pleased to be able to report the generally satisfactory condition of the High School during the past year. With the same corps of teachers, and no material alteration in the course of studies, no great or marked difference is to be expected, and it is enough to say, that what was well before remains so still. The average results cannot greatly vary from year to year, in a school made up of children drawn from the same community and having the same opportunities of primary and grammar-school education. The results, good or bad, of changes even of a radical character, are not immediately felt, and amid the diverse influences affecting the educational progress of our children, it is extremely difficult to trace cause and effect. And we deem it somewhat to our credit, if, with the many calls for change and the substitution of new and improved methods and courses of study, we have succeeded in letting well enough alone.

The Visiting Committee of the school for the year 1877, acting in deference to what they supposed to be the wishes of a considerable number of parents and others interested in the school, rather than upon their own judgment of any actual need, and deeming that they could thereby accommodate the prefer-

ences of people without lessening the general usefulness of the school, recommended a change in the course of study by which a larger liberty of choice was given throughout the course, and the Latin language and a number of other branches were added to the list of optional studies. The comparatively small number that has elected to leave the old curriculum has satisfied us that there was no very urgent call for the change, and that its advocates were more noisy than numerous. Believing that the true purpose of our school education should always be the development of the faculties and the acquirement of the mental discipline which is to qualify for success in whatever calling of life may be chosen, and not the acquirement of special or technical knowledge, and that that study is best, which affords the best opportunity for mental training and discipline, we are gratified to find so large a proportion choosing the study which, to our thinking, is better adapted to the purpose than any substitute that we have heard proposed for it.

The somewhat large liberty of selection of studies renders the preparing the order of recitations, so as to give to each its due proportion and not to conflict, a troublesome and intricate work; the re-introduction of instruction in music this year has increased the difficulty, and if drawing also should be added, it will probably be necessary to reduce the number of optional studies in each class. Last year the theory and practice of elocution received somewhat more attention than in some former years, and with beneficial results; this year the same course, with modifications, has been followed, and we deem it important that it should be continued. Practice in penmanship is also a regular exercise, and we hope it may be continued with profit. During the year fourteen, not all from the graduating class, have gone from

the school to different colleges, and of none of them are we ashamed.

We are glad to be able to say that but a small number of the Junior Class are reported as in danger of losing their places in the school, for failure to keep up to the required standard. The term probation has not yet expired, and we hope that none may be required to leave. With the longer experience and better understanding of the plan of admissions based upon the standing in the grammar schools, there is less trouble from pupils who do not keep up with the class. The Junior classes of the last two years have attained to a somewhat improved mark in scholarship. The consideration of the fact, that, during the time these classes were in the grammar schools, the music and the drawing teachers have not been employed, suggests the enquiry whether the time devoted by former classes in the grammar schools, to the music and drawing, may not have been given to the other studies by these classes. We should be sorry to believe that music or drawing, or both together in the schools, really operate to lower the standard of scholarship in what are termed the solid branches. We have been wont to believe that it could be truly said of these as practiced in our schools, as in the words of the adage, of prayer and provender, "they hinder none."

Of the teachers, we repeat what has been said in former Reports, that they are earnest, competent, faithful, and efficient, and if they err, as is but human, it is from excess of zeal and over anxiety to secure the best results; but, without intruding any harsh judgment or having any individual instances in mind, we suggest that a recitation-room is as much a place for *teaching* as for *examination*, and the friendly helping word, the encouraging look, and the expression of approbation of what little is done

well, are not lost, even upon the hardened sinner who *never* gets his lesson,—the product may not unfrequently be abundant fruit, though it be after many days.

Another difficulty is to be guarded against: the average boy is quick to detect a preference for others over himself, and often to suspect it where it does not exist, and especially is this so when he is brought into competition with his sisters who are almost uniformly quicker to think; and the suspicion that this is operating to his disadvantage, in the mind of his teacher, produces mischief not easily remedied. We do not say this with especial reference to our teachers, more than others; it is applicable to all grades.

The opportunity for free and friendly advice, backed by authority in this matter, which the introduction of Committee-Women upon the Board, whose maternal experience and sympathies may enable them to speak in the best manner, and to advise and assist the inexperience of many of the teachers, is but one of the many benefits anticipated from the change in the constitution of School Committees.

The membership of our Committee has changed during the year. In July last, Dr. EDWARD FITZGERALD, one of our number, died, after a lingering illness, which, while it did not disable him entirely, rendered it difficult and trying for him to do any work. Those of us who were present remember his appearance the last time he sat at this Board, showing so plainly the inroads disease was making upon him, when his weakness compelled his early retirement. A tribute to his memory is due from us here, for his zeal and interest in the cause of education, and particularly in the welfare of the schools of our city, and for his efficient and intelligent co-operation in every thing which promised to further their usefulness and to promote harmony and good

feeling upon all the questions touching the interests of popular education. Educated under a system which in some measure regards our common schools with doubt if not with distrust, on account of their failure to combine religious with secular instruction, he overcame whatever of prejudice he might have held and threw his whole influence in their favor, solving in his practice and example the difficulty of sectarian differences, by giving his time and counsel to the Sunday School and the religious instruction under the sanction of the church, and at the same time urging upon his people the benefits and necessity of giving their support and confidence to the free schools for secular instruction under the laws of the State.

Called away from busy life while his children were yet young, the thought that he could not render to them the father's care and guidance towards fitting them for the duties of life, must have added bitterness to the pain of parting. To his family, we extend our sincere sympathy in their bereavement, and, in common with the public, we mourn the loss of a good citizen.

With this year, ends the official connection of an unusually large number of the Board, with our schools, including one of our own number. It is pleasant to believe the cause has not suffered at our hands, and that our successors may improve upon our work.

GEO. F. CHOATE,
J. P. FRANKS,
STEPHEN B. IVES, JR. } Committee.

REPORT OF SECOND VISITING COMMITTEE.

CITY OF SALEM,

IN SCHOOL COMMITTEE, Dec. 15, 1879.

The Second Visiting Committee beg leave to submit the following Report.

The general condition of the grammar schools during the past year, as regards the standard maintained, the work accomplished, and the progress made, has on the whole been satisfactory.

There have been several changes in the corps of teachers since the last annual report, some of which have occurred since the annual election in June last. As much as we regret the practice of frequent changes in teachers, which cannot be otherwise than detrimental to the welfare of the schools, we are able to record the fact that these changes have been beyond the control of your Committee.

The vacancy occasioned by the death of Miss Isabel M. Emilio, a teacher in the Bentley Grammar, was filled by the promotion of Miss Mary A. Gage from the fifth class in the same school, and Miss Eliza G. Cogswell was elected to fill the position formerly occupied by Miss Gage. As a teacher, Miss Emilio was possessed of rare qualities and virtues, and her sudden demise left a void lamented by her associates and scholars.

In May last, Miss Margaret G. Stanley, class two of the Bowditch, was granted leave of absence during the remainder of

the school year, on account of ill health, and Miss Clara M. Greenough was temporarily appointed to supply her place.

At an early period in the present year, your Committee concluded from the best information then to be obtained, notice of which was given to this Board, that it might become necessary at the commencement of the September term to occupy all of the rooms in the Holly-street building for the grammar school. The result has justified the conclusion at which your Committee arrived; all the rooms being now occupied and filled. To accommodate the large number of scholars entering from the primary schools, and to relieve the already crowded condition of some of the other rooms, a new class was formed, and Miss Clara M. Greenough was appointed teacher of the same. Miss Eliza J. Murphy having resigned as teacher in class five, Miss Sarah E. Towne was elected to fill the vacancy.

In the Phillips Grammar, Miss Delia F. Weeks early in the fall term resigned her position as teacher in the fifth class, and Miss Carrie S. Lucas was elected to fill the vacancy.

Your Committee have had official notice of two other resignations in the hands of the Superintendent, neither of which have as yet been acted upon.

Through the generosity of your Board at the commencement of the present school term, we were enabled to supply the Holly-street, Pickering, and Phillips schools with Appleton's New Encyclopedia, a valuable work of reference, which has been fully appreciated, as well by the scholars as by the teachers. The authority granted your Committee to make such changes in the course of study in the grammar schools as they should deem expedient and necessary, was a matter which taxed their judgments in no slight degree; and, after a careful and exhaustive review of the whole subject, the changes recommended were

adopted by your Board, but whether they will prove beneficial or otherwise cannot be foretold at this early date. Some of the changes were necessary to meet those already made in the primary course and others were for the purpose of dispensing with those studies not absolutely necessary in the grammar course, thereby enabling the scholars to give more time to more important branches. These changes will tend to remove the criticism, which has not been entirely without foundation, of requiring too much in our course of study; and we desire to say that we have endeavored as far as possible to accomplish the purpose sought without sacrificing too much to brevity. In the discharge of this special duty devolving upon us in supervising the studies, we have recognized the importance of maintaining the uniform course now established under our school system. The advantages of a thorough graded system cannot be overestimated and the practical results attainable under it are becoming more and more convincing to the most skeptical. That so many cities and towns in this Commonwealth have introduced the graded system into their schools is evidence of its practical working, and while it does not deprive nor deny any one of a perfect public-school education, it has in it method which is one of the surest means of success.

We have not deemed it advisable nor best during the past year to suggest the introduction of any new text books. Your Executive Committee, acting by a vote of this Board, supplied the grammar schools with the Franklin Intermediate and Sixth Readers, for the purpose of furnishing additional reading matter. These books were purchased at the city's expense and are to remain the property of the city. Each book is properly labelled, and numbered, and loaned to the scholar for the time being, to be returned to the teachers at the end of the term. This first pur-

chase of books as the property of the city is a new departure and we sincerely trust is but the commencement of the inauguration of a system to be followed up until the city becomes the owner of all the school books used in the public schools. There is now annually expended from the school appropriation about three thousand dollars for the purchase of school books under the rules and regulations of this Board, to supply those scholars whose parents are unable to furnish them with books. These books are given to the scholars, kept by them, and never returned. This method, now in vogue, of supplying scholars with books is exceedingly objectionable. Take for example three scholars, often from the same family, who make requisitions upon your Committee for books. The eldest enters the grammar school and is supplied with books, which at the end of the year he retains; the second enters the next year and is supplied with the same kind of books, which at the end of that year he retains; and the third enters the following year and is supplied in same manner, and retains the books given him. Now, if the city had owned the books at first, with ordinary usage and care they would have lasted more than three years and could have been loaned to these different pupils, as they entered the school in their order, necessitating only one purchase instead of three purchases of the same books. The same result would follow where books are furnished in the other grades.

The original cost of supplying all the scholars with books, must, of course exceed the amount now annually expended, but when once supplied, the amount now annually expended would be more than sufficient to replace those books which would become too much worn and defaced to be used in the schools. This question of furnishing books, if adopted and acted upon, would effectually silence the complaints often made by parents,

on account of being obliged to furnish their children with school books.

It has been a question somewhat mooted, and by some doubted, whether the teachers in our public schools should be subjected to an annual re-election. As an objection it is argued that it holds the teachers in constant restraint and fear, and has a tendency to detract from the efficiency of their work. As an answer to this, it could be said, by their works are they known, and if they intend to pursue the avocation of teachers, the fact of a re-election, might act as a stimulus to greater energy. The system of annual elections has been one long established, and we earnestly hope no experiments will be introduced to change the same without receiving careful and considerate attention. In the re-election of teachers, we believe each Committee should exercise their best judgment, always having in view the best interest and welfare of the schools, appointing only those who appear thoroughly qualified and competent to discharge their duties in the positions they seek to fill. And although school committees are composed of human beings, having ordinary infirmities, we cannot believe that any one, occupying such a position, would so far misdemean himself, as to set aside or refuse to re-nominate a good, efficient, and earnest teacher, from personal preference or personal prejudice, in order to give place to either a friend or a favorite.

There are often complaints made against teachers, that they do not accomplish the work assigned them, that their classes do not come up to the required standard. This is oftener the result of imperfect preparation on the part of the scholars than the fault of the teachers. It often happens that some scholars are promoted from the primary grade prematurely. Some of these instances may be unavoidable, as in cases where the scholar has

outgrown the school, as well as the authority of the teacher. This, as a matter of course, imposes upon the teacher in the other grade an extra labor to perform in teaching those branches which should have been taught elsewhere. The disposition to be made of those scholars whose presence in the schools operates as a drawback upon the classes with which they are connected, is a matter for future consideration. This subject raises the question as to the kind of teachers to be employed in our primary grades. While we doubt the propriety of entrusting to inexperienced teachers, the early instruction of our children, we have no hesitancy in saying that there are teachers amply qualified to teach in some of the higher grades, who are totally incompetent to teach in the lower grades. A master-mechanic always looks well to his foundations, that they are thoroughly and carefully laid. It is in our primary schools, where the foundations are laid that we need the best artists. To accomplish the best results in the education of our children, it is of paramount importance that we look well to their early instruction,—the rudiments which form the foundation of their education.

In closing this Report, we regret the circumstances which will separate so many of us at the close of this year. The suggestions we have thought fit to present, we commend to the Committee for the ensuing year.

For statistics and details concerning the grammar schools, we refer to the Superintendent's Report.

For the Committee,

CHARLES SEWALL, *Chairman.*

REPORT OF THIRD VISITING COMMITTEE.

CITY OF SALEM,

IN SCHOOL COMMITTEE, Dec. 15, 1879.

IN the Report of the Third Visiting Committee for the year 1865, the Chairman, Mr. ATWOOD, closes with the following words: "Less general interest seems to be felt in these (primary) schools than in some of higher names and greater pretensions, but we cannot afford to despise the day of small things when these small things underlie our whole system of popular education." We can no longer make this complaint; our Primaries are appreciated, cared for, and valued at their true worth. In selecting teachers for this class of schools, it is felt necessary to use as much, if not more, care owing to the peculiar qualifications which are needed. We are realizing that the education of children is one of the highest and noblest of duties, and the teacher's profession has assumed a new dignity and consideration. Each year brings its suggestions and reviews; in this respect, the Report of this year will not be unlike its predecessors.

The introduction of written letters and words into the fourth or lowest rooms has awakened an interest which is bearing fruit in a more general knowledge of the formation of *printed* letters, while the labor of teaching script understandingly is no more difficult. The Kintergarten methods seem admirably adapted to these lowest rooms and object lessons have been regular and interesting features of the school work.

At the opening of the term, the Franklin Arithmetic was introduced into the first rooms, and has been found helpful to teacher and pupil. The need of additional hours for this study is an urgent one, and we are now working experimentally on our geographical study that this end may be secured.

The early selection of a Musical Director is anticipated with pleasure by many of the teachers, for even in these schools of young children, music is a daily exercise of enjoyment and benefit.

A recommendation of this Committee contained in the Report of 1876, that the preferences of the parents of the pupils in the different schools as to the regulation of school hours, should be ascertained and made the subject of legislation, was renewed and carried into effect during the present season. The opening hour has not been changed, but the morning session closes at half-past eleven o'clock from October 1st to April 1st, with apparently good results.

At the November meeting of the Board, action was taken on an order introduced earlier in the year, providing for a change in the names of several of the schools. The following are the changes made in the designation of our Primaries:

Holly-street,	changed	to	Bertram	School.
Fowler-street	"	"	Lincoln	"
Boston-street,	"	"	Endicott	"
Howard-street,	"	"	Prescott	"
Dunlap-street,	"	"	Pickman	"
North-street,	"	"	Upham	"
Skerry-street,	"	"	Carlton	"
Broad-street,	"	"	Oliver	"

The only changes in our corps of teachers since the vacation have been the appointment of Miss Marion Chadwick to the

position in the Bentley School left vacant by the transfer of Miss Eliza G. Cogswell to the Bentley Grammar and the advancement of the other assistants, and the appointment of Miss Martha P. Ober to a position in the Browne School, No. 1, vacated by Mrs. Sarah E. Towne for a similar reason.

Generally speaking, the schools are in good repair, the benefit accruing from the large expenditures of the past season being very apparent in the improved condition of the buildings and the increased comfort of the occupants. In many of the schools, the walls have been tinted with light, soft shades, relieving the eye from the deleterious effects which have arisen from the sharply drawn contrasts between the black-board and white walls; the custom of painting the boards a dark green or brown color, instead of black, which is exemplified in some of our schools is a powerful aid in this same direction. At the Bentley Primary, new floors in the halls have greatly improved the interior appearance of the building. At the Carlton School, there has been a change made in the heating apparatus, and it is hoped that the powerful furnaces placed in the basement will be sufficient to secure an even and moderate temperature throughout the house. At the Oliver and Lincoln Schools, the yards have been greatly improved by concreting, making the walks dry and clean during the muddy season. The Bertram School has suffered from the necessary evils resulting from a temporary division; until this last week, two of the classes have been accommodated or rather located, in a dwelling house on Hazel Street, while the Principal has, since the summer vacation, occupied a room on the third floor of the Saltonstall School building. It has now been found necessary to abandon the first-named rooms, for sanitary reasons, and use space kindly furnished by the Principal of the last-named school, until such time as the new building can be made ready

for occupancy. It is with pleasure that we note the approach to completion of this new school-house; the steady growth of this section of the city imperatively demanded increased accommodations and the City Council is generously providing the necessary building and conveniences.

At the Lincoln School, there is urgent need of more commodious dressing-rooms on each floor, the accomplishment of which can be secured at a comparatively small expense, by extending the present porch in the rear of the building to the fence and adding a second story thereto. As at present accommodated, the children on the second floor are obliged to pass by the teacher's platform into a small dressing-room, turn around, and repass the platform, crossing the entire length of the room and creating more or less disturbance; common safety would seem to demand that there should be free egress from the dressing-room to the yard below. Slight alterations in the height of the black-boards and a refacing of the same would greatly improve the interior appearance of the school-rooms and add to the comfort of the occupants. At the Pickman School, situated as it is in an inclement and isolated position, it would seem to be a necessity that a water-closet should be furnished and the exposure saved to those whose constitutions forbid the risk of leaving a warm school-building during stormy, or extremely cold, weather. At the Prescott School, a slight change in the formation of the porch and the laying of planks in the yard would bring added comfort to teachers and pupils. At the Endicott School, we find the same trouble that existed at the Lincoln School before the yard was concreted. A narrow belt of concrete walk surrounds a central plat of loam, or loose soil, which, during the spring season and in wet weather, becomes a mixture of mud and water, into which the children are continually sliding or falling during

their play and passage in or out. By concreting the whole yard, this trouble may be averted; but in no other way does it seem possible.

The question of improved means of ventilation is one which calls for consideration. The "Report of the Third Visiting Committee" for the year 1877 calls attention to this need and ably notes the defects then existing. The members of the Board can obtain a correct idea of the evil existing in one of our large school-buildings by visiting the Browne on a stormy day, when the only means of ventilation, the windows, are closed and the odor of wet clothing, with the impure atmosphere which must exist in rooms so fully occupied, will be found sufficient to cause nausea; while a constant repetition must prove injurious to the inmates. We would recommend the appointment of a special committee, whose duty it shall be to make a thorough investigation of all our school-buildings and report at an early day on the special mode that seems desirable, to improve the ventilation of each; and, also, to consider another growing evil, the defective light which is the bane of many schools. Were it not for our strong faith in the willingness of our City Council to erect a new school-house in the lower district, where it has been needed so long, we should feel it incumbent upon us to urge immediate steps looking to the securing of additional means of lighting the rooms of the Phillips Primary School. In the first room of this school, we find three children obliged to wear glasses, two others whose need is equally great, but who are prevented from using this artificial aid through lack of means, while one child is excused from many lessons in consequence of ophthalmia. As a Committee placed in charge of the primary schools of this city, where little children from five to ten years of age are to receive the training which shall affect their future lives, we feel the re-

sponsibilities resting upon us and earnestly present this recommendation for consideration. Among the important duties devolving upon us, we are to see that the comfort of these children is assured ; that diseases of the eye or other organs shall not be aggravated by imperfect light or vitiated atmosphere ; that cheerfulness and purity of morals, those necessary adjuncts to successful teaching, be made of paramount importance ; and that habits of cleanliness be encouraged, not only by precept, but by the example of neat and well-ordered rooms. We make an earnest appeal to the parents of the pupils, that they shall make it a duty, which they owe to their children and the schools, to visit them, thus evincing an interest which shall be helpful to teacher and pupil. It is no insignificant matter to the child that the father and mother should be willing to leave their work and visit the school because of interest in them, and nothing will so tend toward that commendable co-operation between the home and the school as such visits.

We cordially welcome the advent of the women elected to position on our School Board and their assistance in this great work of caring for the children in these primary schools ; we feel sure that the coming year will prove productive of good results, due in a large measure to their counsel and co-operation. May we all prove faithful to the high trust reposed in us and be ever ready to respond to all calls for advice, sympathy, or assistance.

Respectfully submitted,

JOHN R. LAKEMAN, *Chairman.*

REPORT OF COMMITTEE ON NAUMKEAG SCHOOL.

CITY OF SALEM,

IN SCHOOL COMMITTEE, Dec. 15, 1879.

A Report of this school for the year just closed would be incomplete, were the Committee to fail in recognition of the valuable aid which has been rendered by our faithful and able Superintendent.

Those who do not know the large amount of work required, to keep a record of attendance and employment, even when assisted by the Principal of the School, to prepare lists for the Truant Officer to use in his visits to the Mills, and other manufacturing establishments, specifying the children who should be at school and noting those who are just resuming their work, to acquire that perfect understanding of the nature of the plan of education preferred by the agents of corporations or parents of pupils, in order that satisfactory explanation may be made to those who fail to obtain correct ideas on the subject and feel the burden of an imaginary imposition, find it difficult to appreciate this assistance, as the Committee can and do. As a rule, the agents and overseers have been found ready to co-operate in the enforcement of the law which it is our duty to see obeyed, and courteous to our agent whose business it is to make occasional visits. The matter of education, when applied to children between the ages of seven and fourteen years, assumes such importance to every

thinking mind, that none would attempt to argue against the necessity of enforcing the present law, unless influenced by low and mercenary motives.

We desire to bear testimony to the faithfulness and efficiency of the Principal, Miss Lucy W. Files, who, in spite of obstacles seemingly insurmountable, has persevered in the peculiarly difficult work pertaining to this ungraded school. The whole number of different pupils who have attended the school during the year is 85, of which number, 74 were boys and 11 girls. During the past month, the average attendance has been 32; at date, the whole number enrolled is 37,—boys 35, girls 2, with an average age of 11 years and 4 months. But three of these children are half-day pupils, the special work of the school having been abridged by reason of a decided preference on the part of the Superintendent of the Naumkeag Mills for a continuous service in mill and school.

For many years, the School Board has been impressed with the necessity for a large ungraded school under a male teacher, where may be admitted the children from our different schools, whose natural disqualifications or loss of early education unfits them for the work pursued by those of similar age, and compels their attendance at schools of a lower grade, where ambition is dwarfed and the influence on the younger children is often injurious. There is hardly a school in the city which does not find itself burdened with such cases where the sympathy of the teacher is called forth, but for which disparity there exists no relief. As far back as the year 1848, we find in the report of the "Third Visiting Committee" the following correct presentation of this need:

"Take this class of boys and place them in schools by themselves under a male teacher — let them continue there until they are qualified for admission into the higher schools with the same

requirements as the well-fitted scholars from the primary schools. When this is done, a great improvement will, in a short time, be perceptible, not only in the primary but in all other schools. The teachers of the grammar schools, receiving their scholars better prepared and more advanced in their studies, will be enabled to send them up into the High School ably qualified to pursue the course of instruction there prescribed."

The advantages of such a school would be manifold: the children would be able to receive from this teacher that special treatment which their varying natures crave, while their ambition which is now dormant would be aroused and their happiness correspondingly increased; the parents would not feel, as many now do, that our school system is a failure because dull pupils cannot receive the extra attention, which is not only necessary, but which would be cheerfully rendered in our present school, by the sympathetic teachers, did not the regular work of the class occupy all the time they can give. We take this opportunity to recommend to the School Board the immediate establishment of such a school. The present is a favorable time for various reasons. A location can be secured, a teacher be obtained, and all necessary changes be agreeably harmonized. During the coming year, a new Hose-House will undoubtedly be built on the site of our present school; this, of itself would necessitate a removal into the Browne-school building, until the completion of the new building, which might or might not provide accommodations for our school.

Organized in 1869, this school has seen ten years of useful service in its special work, and whatever may be its future history, whether its individuality is to be retained intact or its identity become lost in a larger ungraded school which shall supplement its labors, the fact that it has been one of the most successful

half-time schools ever organized in the country, as testified to by those whose business it has been to inspect and report, remains as a souvenir to be treasured and recorded.

We turn over the school to our successors in prosperous condition and in charge of an efficient teacher.

For the Committee,

JOHN R. LAKEMAN, *Chairman.*

REPORT OF COMMITTEE ON EVENING SCHOOLS.

CITY OF SALEM,

IN SCHOOL COMMITTEE, Dec. 15, 1879.

The Committee report that the two schools of this class, in operation at the time of the last annual Report, were continued through the season required by the rules, with substantially the same organization as then reported. The same two schools have been open this season, since the first Monday in November, with the same form of organization and course of studies.

Some changes have been made in the corps of teachers. The two ladies who were principals last year, having obtained other employment, were not re-appointed. The Phillips school has been placed in charge of Miss Eliza J. Murphy, a former assistant in our day schools, and the Naumkeag in charge of Miss Eliza G. Hill. Both appointments have thus far proved satisfactory.

Miss Annie V. Ward, who has had several years' experience in the Phillips school, has been appointed first assistant, with special charge of teaching the numerous French scholars who attend there.

The number of assistants is increased or diminished in proportion to the attendance, which is by no means regular. At present five, besides Miss Ward, are employed at the Phillips, and three at the Naumkeag. The principals receive $30, the

first assistant $25, and the other assistants $15, each per month.

The studies taught are chiefly elementary (reading, writing, spelling, and arithmetic), a large proportion of the scholars being only beginners, although much older than most primary-school pupils. The only more advanced study attempted is elementary book-keeping, in which a class of boys and young men receive instruction.

The average of attendance for the month of November was 50 at the Phillips school, and 24 at the Naumkeag school, not so large as might perhaps be expected in a city of this size. The plan of teaching is the same as has been adopted each year, since evening schools were first established in this city, and your Committee have endeavored to keep them in all respects up to former standards, as they believe with success. There seems no apparent cause why more should not avail themselves of the advantages offered, and your Committee now have under consideration, whether some change of plan cannot be adopted whereby the interest and attendance may be increased, without detriment to the schools, or unreasonable increase of expense.

For the Committee,

L. S. TUCKERMAN, *Chairman.*

REPORT OF COMMITTEE ON MUSIC.

CITY OF SALEM,

IN SCHOOL COMMITTEE, Dec. 15, 1879.

THE Committee on Music respectfully present the following Report for the year 1879: The conditions attendant upon the study of music in the schools of the city remain substantially as reported upon one year ago. The teachers, generally, have endeavored to fulfil the requirements of the law and of our regulations in this particular branch,—with results that vary in accordance with the circumstances and opportunities of the individual schools.

In the belief that useful work could be done in the primary and grammar grades, and in the hope that the study would be revived with enthusiasm and success in the High School, your Committee requested of the Board the authority to employ the services of a Musical Supervisor. This request being granted, we have, in accordance with its conditions, engaged Mr. O. B. BROWN of Malden, a veteran teacher in the public schools, to serve from the first of January next until the close of the school year in July. He is to devote himself to the work, during all the hours of session in the lower grades for four days of the week, and, upon one of those days, attend upon the High School in the hour that the session extends beyond the others. His compensation is fixed at the rate of $800 00 for the school year.

JAS. DONALDSON,
S. F. CHASE,
J. P. FRANKS. } Committee.

REPORT OF THE COMMITTEE ON DRAWING.

CITY OF SALEM,

IN SCHOOL COMMITTEE, Dec. 15, 1879.

SINCE the presentation of our last Report, the Free Evening Drawing classes have had an entire winter season in which to use the new and enlarged accommodations that Story Hall furnishes them, and the benefits derived from the better light and improved atmosphere have now been amply demonstrated by more than six months of trial.

The attendance at the Freehand school is, as it has generally been in the past, much larger than in the Mechanical school. We are sorry that this latter department, which has able, conscientious, and patient instructors, should not be more fully attended by that large class of artisans, for whose benefit the State requires the city to maintain the school.

The instruction is well administered in both departments by the same corps of teachers as last year.

It is the earnest wish of this Committee, often before expressed, that *all* the members of this Board would personally inspect the drawing classes, which occupy Story Hall every Monday, Tuesday, Thursday, and Friday evening of the winter months. If the members of the School Committee and our citizens generally

would visit these classes, we believe they would be pleased with the general appearance of interest manifested by the scholars in their work and that work itself would satisfy the visitors that the Art School was not established in vain, but that it is accomplishing results both practically improving and morally elevating.

O. W. HOLMES UPHAM,
HENRY J. PRATT,
J. P. FRANKS.
} Committee.

SUPERINTENDENT'S REPORT.

To the School Committee of Salem.

Gentlemen,— In compliance with established custom and your directions, I respectfully submit my seventh Annual Report, the thirteenth in the entire series presented by this office.

No department of our city affairs affects so profoundly, with endless and interminable influence, all classes of citizens, as the department of education. None rises so distinctly to a character of state or national recognition and concern. It is our peculiar duty to train citizens, not only for this city, but for other places also. It may be ours to mould and develop those who shall be the leaders of opinion and action at important centres in our land. This department, so interesting and influential, is primarily controlled by the votes of our individual citizens. Whether all shall be done for it that should be done for it, whether it shall be limited by the condition of existing at the smallest possible cost, or whether it shall be made first as good and efficient as possible and secondly as inexpensive as can be, are problems to be intelligently solved, or not wisely; and the choice between these alternatives is made by the voters at the polls.

A knowledge of the value of the schools, of their real condition, of what they should be, and of what we are doing from year to year, as agents of our fellow-citizens, to maintain or raise the standard of education, is essential to wise action by the

people. There is no doubt that the schools are often misjudged and special features of our system are undervalued. We sometimes hear those pronounce emphatic judgment, who could not pretend to know the real status of the schools. We even hear those who are thought to know these affairs discuss questions, which have been created by their imagination or by memory of some other age, and which cannot pertain to anything now existing. It would seem strange that public institutions, which have existed since the earliest moment of our history, should not be understood,—but for the fact that all the activities and pursuits of men lead them away from this knowledge, absorb their attention, and, while making prominent the vast changes in business and social life, thereby conceal the great progress made in education. Children cannot understand the purposes and motives of the training that develops them, and, when men think of the schools as they suppose the schools to be, they are only, as a rule, thinking of the schools as they once seemed to the youthful mind.

The best way to know our schools as they are is to visit them; not merely sitting to listen, but ascertaining the methods, amount, and motives of work; observing the spirit that lies like the warp throughout its fabric; noting what condition and tone of mind there must be to produce the results observed in the pupil's speech and bearing. Nor can one know what administration and supervision are doing and may do, except by personal inquiry and examination. If men can come so little within the circle of observation, the opinions of those who are informed should have the greater weight. It were well, if, in the days that try the stability of our institutions, a large class could be found whose confidence and convictions are based upon clear and intimate knowledge.

If, however, our citizens do not and cannot obtain that knowledge from personal attention and observation, it becomes our duty the more carefully and completely to report to them the condition of our affairs. The assumption that the citizens do not read these Reports is, it seems to me, neither well-founded nor creditable to their intelligence and their interest in public questions. Our Reports have, sometimes, been distributed directly to the several families in the city. At other times, and of late, copies of the Reports have been kept for distribution, on demand, at the City Hall; and it may be encouraging to observe that the entire edition, published the last year, has been exhausted by these voluntary individual demands.

It will be my endeavor, in this Report, to relate the facts most fairly representative of the condition of our schools.

The Work of the several Grades.

Within the past five or ten years, there has been much progress in adapting the work of the various grades to the capacity of the children in those grades. This, we learn, is true of plans and modes of teaching in places far and near. It is also true, I trust, in a degree at least, of our own schools. With us, the several school organizations correspond very well with stages of mental progress. We have four years in the primary schools, five years in the grammar schools, and four years in the high school. A child may be admitted to the first of these organizations at five years of age; promoted in the specified time, he would enter the second at nine, and the third at fourteen. As a matter of fact, the average age of admission is about seven years; the next period is entered at about eleven, and the final one, in our system, at about fifteen. The time from five or

seven to ten or eleven constitutes a real epoch of mental growth; that from eleven to fourteen a second marked epoch; and the time from about fifteen on to seventeen or eighteen is a third period of development. Arranged with special reference to the demands of these periods, our several stages of school work will answer natural conditions. Recognizing this principle, or a parallel one, the statutes concerning the employment of children prescribe that the youth shall not work for hire till they reach the age of ten, and shall be kept at school then, at least half the time, till they attain to fourteen years of age. The child up to ten or eleven is in the preparatory stage: the faculties are quick and restless; variety of action is spontaneously sought; there is little power of concentration, continuity, and abstraction, and little strength for protracted labor. From this time on, more application can be demanded, more study, more labor; till, at fourteen or fifteen, new tides of being rise and a new development of powers begins.

It is not, therefore, by an arbitrary rule, that we make our primary schools the places of child-gardening, the places where the faculties are cultivated and trained, where we have no abstract book-study, where exercises are short and varied, and where more should be thought of habits of action, manner of carriage and performance, and of general preparation for subsequent work, than of the accomplishment of definite work as such. Yet, such is the fitness of things, that the very "work" or subject-matter, which will afterwards have practical value and utility, may be largely employed as the material in this cultivation of habits and preparation of powers, and so, in the primary schools, there will be acquisition as well as the more important training. Thus far, the pupils learn objectively,—from the things about which they study; from the blackboard representations of things;

from the images produced, under the teacher's direction, by memory or imagination, of things sometimes seen or heard or in someway really experienced by the child ; and from the teacher's word and example.

The grammar school is likewise fitly organized. It is the "grammar" school indeed, the place where *grammata*, written things, books, are the chief means of educating, the chief sources of learning. If nature has been well studied, objects and qualities have been duly observed, the products of sensation and experience have been carefully regarded and discussed, and suitable progress has been made in the acquisition of language,— oral, written, and printed language,— which has thus far been the essential medium of right culture and will henceforth be largely the embodiment or storehouse of knowledge, as well as the means of training ; then, the child is prepared for the grammar period, the grammar of language, the grammar of arithmetic, of history, geography, and of other fundamental branches. This is to be to him a period of book-study, in the main. The things about which he is now to learn cannot, generally speaking, be brought into his presence. They may be crudely represented and illustrated ; but he learns about them mainly through what is written or said of them. The true objective method may still be pursued and should be pursued ; for, though visible or material objects can be little used, no formula or statement is to be taken in the abstract, but the facts are to be first presented to the mind, with their relation to the already-known, and are to be objectively considered, and through the various mental processes are to be made the pupil's own, ere he should be required to regard them as things to be kept in his consciousness or as part of himself.

This book-study, however, is fundamental and preparatory to

an advanced stage of book-study. The pupil in the grammar school is amassing the elementary knowledge of arithmetic, grammar, geography, and history, and is increasing his skill in the use and interpretation of his mother tongue. If the method be objective, real, mind-awakening, he will digest and assimilate this knowledge by the use of his several faculties, including to some extent those that constitute pure thought. But abstract reasoning and pure thought cannot be sufficiently developed in the grammar school. Not only is time wanting, but the pupil is not old and mature enough for it. How crude necessarily is the reasoning and thought of a youth of fourteen or fifteen years! Up to this age, these powers have been so unripe, that even the elementary knowledge which is to be acquired in the grammar school is not, as a rule, held by a firm grasp. When the youth goes from this stage of education into business or to a higher school, and fails to evince that complete mastery of the branches studied that the mature minds of employers or teachers possess, this failure is in some respects attributable to the immaturity of his powers. It is not our desire that the pupil should leave our schools at this point. We know that his development is not complete. If ever completed elsewhere, it will be at some sacrifice, with much loss of power and waste of time. Even professional study will not compensate for the loss of the third stage of the training and development which are given by our entire system. In the aggregate of cases, the high-school graduate will maintain a higher rank in life-work than the grammar-school graduate, individual exceptions being due to some special circumstance. The high school is therefore an essential part of our system of education.

The consummate training of the powers of reasoning and pure thought, so far as our system provides for it, must be accom-

plished in the high school. By means of the higher mathematics, the sciences, the languages, and the advanced study of our own history and literature, the pupil's development is carried on. Even if some particulars of these branches should be forgotten, or if some of these studies should be disagreeable to the pupil's taste, these conditions do not prove the ill-adaptation of the course of study to the pupil's needs. Sometimes, the very study one would not elect is the best means of giving him that culture which he lacks; and power is the aim of our whole school system, self-mastery, the command of one's divinely given faculties. The high school is therefore an essential part of our public-school system. To leave it out of the system, would be to give an imperfect training, to give the youth but partial views and crude conceptions of truth and let them complete their educational training for themselves or grow up still crude and one-sided in their development. It is the power of correct thought that the citizens will need, and not simply some arithmetic and grammar. If the State is under moral obligation to maintain any of its schools, it is under obligation to support the high school; and this statement is confirmed by the policy of the State, since the earliest days. The high school should not therefore be regarded as a supplement and a luxury, but as a constituent and an essential. As an essential part of our system, it is open to all when they reach it. It is not a school for the *elite* and the brilliant, where a high standard is to be held up and splendid classes are to be culled out; nor is it to be primarily a fitting-school for colleges and secondarily "the people's college." Here, as in all our schools, accuracy and thoroughness are of prime importance. Still, but for the fact that all pupils do not develop equally fast and hence the lower schools will be disproportionately fuller than the higher schools,

and but for loss of numbers by sickness and death, why should not a school which occupies four years of the thirteen years of school-time contain four-thirteenths of the pupils attending school? Making the necessary reduction, we shall find that pecuniary want and a false estimate of some aspects of education make the ratio less than it should be. Let the public feel the high importance of our complete course of education, for every child in the community, and many obstacles would be removed. We may at present, in the grammar schools, impart not only instruction, but at the same time a desire for higher training, and may inculcate the belief that the high-school culture is a part and a necessary part of the pupil's complete education. Further,—and this I say, not merely for consistency, but because of its vast importance,— no teacher should be admitted henceforth into our corps, who has not completed our full course, or graduated from the high school, as well as from a normal school. If we do not place good minds, good thinkers, in charge of each school-room, we cannot reasonably expect good thinking minds to issue at last.

We proceed to consider the

Details of Work, by Grades,

beginning with the primary.

Upon the child's first admission, he finds school-life to be modified home-life. Certain restraints and limitations, the fewest possible, are necessary; but, happily, he is to learn from objects, which have somewhat intelligible properties, and not to gaze at an incomprehensible book. From objects, he learns form, number, color, and other properties. He learns the names of objects seen, and these names are placed before him in spoken

and written words. The word, he comprehends; the elementary symbols composing the word have no significance to him, until he sees them in the word and in several words. Hence, the alphabet is acquired subsequently and gradually, but during his first six or eight months at school. The word, he sees upon blackboard or chart, in written and printed characters. There are several reasons for using the written form before the printed form. Some of our teachers prefer to use both forms at once and find that the pupils recognize each equally well, the similarities of form much outnumbering the differences; but, if either be used alone, it should certainly be the written word. One, and a strong, reason for this preference is the ability to put the pupil at once to forming the written words himself. No time, therefore, is wasted upon printing, an art which the child will not generally practice. He writes all his words and thus advances in the art of penmanship. This is during his first term of school; and, much as the newspapers are affected with surprise at the advance the Boston schools are taking by the recent introduction of penmanship into the lowest-grade work, it is not so great a novelty with us. The pupil also begins to draw lines and simple figures. Here, also, is the ear trained to discriminate between musical tones, and the voice to produce musical effects. This vocal training is a great help to the cultivation of agreeable reading, the foundation of which is laid here in the lowest primary grade. Since, during the first half-year, the pupil is acquiring many words, he becomes able to use a book the second term. The words and their association in sentences are familiar to him. Before taking the book, he learns the printed, as well as the written forms. He now has, in his first experience with a book, only one novel thing; and that is the book, with its open pages, its nearness to the eye, and its utter inability to point out

the place to him when he loses it. He learns bits of child-pleasing literature, from the teacher's dictation or from the board.

The next year, he advances in the same lines of work. He still has objective instruction, writes, draws, sings, and learns selections of elementary literature. He for the first time recites the spelling of words, which he has formerly only observed and copied. His work in numbers is carried to a higher step, consisting always of the four fundamental processes, but with the simplest numbers,— those under twenty-five, and with no result exceeding that number. He has, of course, higher reading-books; for it is found by experience that better results in reading are attained by the use of two or more sets of reading-books of the same grade of difficulty. The same words in these books have different settings; and so, as he passes from one to the other, the pupil learns to express with ease a new thought in the familiar words. His mind accompanies his lips; and mere mechanical utterance, without the life of thought inspiring it, is less to be observed.

In the third and fourth years, advancement is made in the same directions. We have, during the past year, introduced copy-books for writing into these two grades. In the fourth year, or first class of the primary schools, we have introduced a text-book in arithmetic and discontinued one in geography. Only the elements of geography are to be taken; or, rather, the mind is to be trained for the study, by the objective and oral method. It would be beneficial, I believe, to place a still more elementary text-book in arithmetic in the second class, or third year's work, as intermediate between the cards used in the lowest grades and the text-book in the highest. We need also a full supply of maps and globes for the highest-class work, and the completion of the supply of duplicate reading-books.

The introductory or preparatory character of the primary course can now be seen. The proper faculties are trained by the objective work, the voice by singing, the eyes and hand by drawing, and the literary taste by choice selections. The pupil is inducted into a correct use of language, by reading and writing, and by a new kind of exercises, the frequent repetition of a list of correct idioms, compiled by the teacher, for the purpose of fixing the right habit of speech. The resources of this new method will be more fully developed in due time, and will prove to be of much value, excelling the mere correction of errors. The only real book-study is the arithmetical part of this course, and that is quite fundamental, and chiefly objective. As I have said, manner and habit are of greater importance here than amount of acquisition. In penmanship, for example, every pupil should acquire correct habits of position and pen-holding; and these habits should be considered pre-requisites for promotion to the grammar schools, as much as proficiency in matters of spelling and arithmetic. The same may be said of other habits of work and expression. If the teachers work upon this plan, our observation and examination of their work should be upon the same basis; and we shall shortly appreciate the advancement in the condition of these schools.

The work in the grammar schools can be more briefly and clearly stated, by branches of study, rather than by grades. Arithmetic is pursued throughout the five years. We endeavor to adapt the work in this department of study to the demands of prospective business callings, as well as to the purposes of mental training. Geography, begun in the lowest class, or fifth year at school, is at present continued till the first term of the highest class. We hope to reduce the time devoted to this branch, at the same time that we improve the methods of teaching it. One

great want now is a suitable supply of globes and maps. Language, or grammar, extends through the grammar course. This is a study, in regard to which a felt need of text-books indicates to some extent an improper method of instruction. The work should be chiefly in the form of exercises. The real aim is the cultivation of a good use of English, in speech and writing. Speaking and writing are therefore the means to this end, directed as they should be by intelligent insight into the structure of our language. The use of a book should then be for the supply of materials for the exercises, though no book can take the teacher's place in the presentation of new, varied, familiar, and contemporaneous subject-matter; and the book may be used for reference to technical principles. To make the book the object of study, and technical grammar its end and aim, would be a fatal lapse into old and unprofitable ways. We use a text-book the latter part of the grammar course, and we might as well, perhaps, have none. The matter which grammars usually present are not the things of most value to our pupils. The ability to speak well and write well have ever been the nominal purpose of the grammar. The ability to write a letter of one or two pages in neat form and chaste style, or the pupil's own impressions of some historic event or character in clear and forcible English, is a good result of present methods of teaching. Let the visitor call for such work, if he would see just how successful our work in grammar is. History is begun after the end of the second year in the grammar school, or in the third class, and continues through the remaining three years. In the third class, Higginson's text-book is now used, with the design of reading and discussing the whole subject within the year. Then, in the second and first classes, the subject is studied again and recited in the usual way,— i.e., the substance of the narration is

to be apprehended and then to be expressed in the pupil's best manner. The constitutional history of the United States — the study of the Constitution and administrations — is pursued in the first class. We hope much from this course in history, and another year will enable us to test the results. For spelling, we no longer use a spelling-book, but require of the pupil the correct spelling of all the words he employs. The exercises in this branch embrace words from each and every text-book. I am surprised that a method so rational, and seemingly so necessary for good spelling in general, should not have been adopted everywhere, before this day. Reading, writing, drawing, and music are the other branches to be mentioned. We have now for the first time a free supply of reading-books in these schools. Both reading and writing are improving from year to year. The last exhibition in writing bore testimony to the improvement in that branch. It would be beneficial to have an exhibition in reading, and I shall at the proper time ask the Board for authority to carry out this suggestion. Drawing and music have been continued with better results than I had expected under the present plan, and yet not as they should be. At the time of the discontinuance of special instruction in these branches, it was my belief and suggestion that a reduction of half this special service was all that should be ventured upon. It is now not very rare to find these branches put by for a while, to allow time for other work, and to be "made up" subsequently; and, in some cases, I have discovered a total neglect of them for weeks or months. This practice is pernicious; for it is by "little and often" surely that skill in these arts is to be gained. The Committee on Music have obtained authority to appoint a special teacher in this branch. Special instruction in drawing is almost as much a necessity. Some of our older, but otherwise efficient, teachers are not

qualified to teach these branches. If we would put these studies on the same level with other branches, we should henceforth appoint no new teachers who are not fully competent to teach them.

In the High School, we have introduced reading and penmanship as branches of study. It is believed that a little daily or frequent practice in movement exercises and careful, but rapid, writing will preserve a good style and improve an unformed or poor hand. This practice is followed three times a week. The results will be shown in our next annual exhibition. Exercises in elocution and reading are had once a week. They at present take the place of the declamation and select reading, which formerly received attention. When declamation and select reading are again resumed, it is hoped that the benefits of the elocutionary training will appear. Defective in some elements as the former were, they should not be permanently superseded. Themes are presented once in six weeks to the teachers having charge of the criticism of them. One excellent feature of this work is an assignment, at times, of topics which require the pupils to consult encyclopedias and histories, and study special characters and events. A cabinet for the collection of specimens in natural history has been provided, and contributions are made, of objects for the illustration of study in that department. In no way, perhaps, can one by a little give so much help to the school, as by the gift of some appropriate article for this cabinet. The laboratory work goes on prosperously. In chemistry, the seniors and sub-seniors perform experiments to acquaint themselves with properties and compounds. Analysis of solid and liquid preparations is required by the teacher, to train the pupils to determine the elements of a compound. This method is at once critical and practical. Few high schools comparatively are

so well equipped for this important department, or have it so well managed; but mere book-study is barren of the best results, and no high school should be without its laboratory. Surveying is no longer studied in the printed page alone; but the teacher takes his class out for field-work, to apply the principles of the science, to comprehend them the better, and to learn how to use them. Though the chemical department is well equipped, the philosophical apparatus is very incomplete. Some topics, which should be objectively taught, must still be treated without experiment or objective illustration, for want of the necessary apparatus. An investment here would be highly judicious.

The course of study adopted by the Board, for the basis of classification and promotion, is here stated. It is an English course, with electives in language.

JUNIOR YEAR. *1st term.* History, algebra, English, and physiology. *2d term.* History, algebra, English, and physics.

EX-JUNIOR YEAR. *1st term.* Rhetoric, book-keeping, algebra, and physics. *2d term.* Constitution of the United States, arithmetic, geometry, and physical geography or natural history.

SUB-SENIOR YEAR. *1st term.* Chemistry, English literature or geometry, arithmetic, and political economy. *2d term.* Chemistry, English literature or trigonometry and surveying, botany, and geology.

SENIOR YEAR. *1st term.* English literature, surveying, astronomy, and intellectual philosophy. *2d term.* English literature, surveying, moral philosophy, and review of arithmetic.

ELECTIVES: Latin, during the four years; Greek and French, the last three years; and German, the last year. Pupils who elect either of these languages omit some branch in the corresponding part of the English course. There are from two to four recitations a week in each branch of the course, according to rule; and each pupil is required to take as many as twelve lessons a week. There had been so loud-spoken a demand for a purely English course, that we supposed it to be a widely-felt demand; but when, at the time of revising the course, choice of departments was freely offered, very few elected the purely English course, and, though the number has increased to nearly twenty, it is still a small part of the class membership.

The study of one language at least, besides our own, is considered by the most thoughtful and profoundly versed educators as an unexcelled means of mental culture. The constant practice in applying laws and exceptions, the drill in quick perception and instant recollection, the repeated comparison, discrimination, and adaptation required, the exercise of the taste, and the development of the sense of beauty, are among the valuable features of language-study. It is sometimes said that we impart "only a smattering" of language, as if the whole result of the study were embodied in the vocabulary acquired. If this were a true criterion, how fruitless would most of the labor given to the study of language prove. On the contrary, probably few, if any, of all who have acquired a language and have found no occasion to use it, would surrender the power they gained through its acquisition and the abiding sense of power in reserve. The immediate practical value of language-study in our public schools consists in healthy mental development and the direct enhancement of power to use our own language. It is also worthy of thought whether some plan may not be devised to secure, within

our High School, more perfect command of one of the modern languages, French or German. The acquisition of one language, so that it could be used well in speech and writing, would be a valuable accomplishment. The "Sauveur method," as it is called, is directed towards that special object. M. Sauveur requires, as other teachers have required, that, while studying the language, (in this instance, French,) the pupil shall constantly use that language. The words of teacher and pupil shall be of that language, and not at all shall English be used. His special claim to originality is based upon his requirement that the very first word of instruction shall be in French. Never,—not for the purpose of "getting a start,"—shall English be used in acquiring French. This method has been pursued in the High School, beginning with the class that graduated in 1878. It was used in that class during the whole course. There are now two classes, the senior and sub-senior, in which it is continued. Now, though in this one study French exclusively is used, the pupils use English in all their other work. Suppose, however, that after a year's or two years' pursuit of this method, the class for one year,—say, the sub-seniors,—should use French in all their studies, having text-books in French and perhaps occupying a room by themselves. I think, though admitting that it would have some disadvantages, that the plan would be worth trying. It would not be a costly experiment and would certainly not be a waste of time. In Greek and Latin, instead of the old method of mastering(?) the grammar first and then studying sentences and authors, the course has for several years been, to require first the study of the regular declensions and conjugations, and then at once proceed to the study of sentences from classical authors, so that familiarity with the forms and laws of the language is acquired from the real language,—i.e., objectively.

In our own literature, the sub-seniors have been studying modern authors, such as Whittier and Longfellow. The seniors take up Shakespeare. The teacher dictates to them an outline of the history of our literature.

Of written examinations, there are two semi-annuals; and more frequent tests are given by each teacher, according to judgment. The most frequent occurrence of these tests in any branch is once a week.

In the three classes above the junior class, there are twenty-four pupils fitting for college, one of them a girl.

Some of the colleges now admit to their lowest class the graduates of high schools of established reputation, requiring in place of the customary entrance-examination a diploma or certificate of successful completion of the high-school course. This is analogous to our promotions from primary to grammar and from grammar to high schools. There is nothing between the preparatory school and the college. Hence, a "full-orbed" high school that does its work well takes the young student to the very threshold of the college. There will therefore be special reason, why, in the sharp comparison of high schools which will follow, we shall have pride in the good character of our own high-school work, and why we shall take particular pains not to let that school be crippled and impeded in this work.

There is a fund, called the "Andrews Fund," for the special use of this school, the income of which is to be spent in some manner in the bestowal of prizes. For several years, the money has been most wisely appropriated to the purchase of books for all the members of the graduating class, the books being distributed at graduation. The annual income is eighty-five dollars and fifty cents. This money has, by good custom, been expended under the direction of the Master of the school, the aim being

to give each graduate a proportionate part of the whole sum and to meet the tastes and probable wants of all. Another fund, called the "Browne Fund," exists and yields the city two hundred dollars annually. These two legacies were evidently given, in order to afford some special advantage, which would not otherwise be secured. It is believed by some who have given the subject attention, that these Funds are not managed in a way in which legacies should be treated. As it is now, an appropriation is annually made for the maintenance of the schools, without regard to the existence of any Funds; — i.e. the appropriation itself is supposed to be all that will be needed for all purposes. The above-named Funds are simply covered into the treasury and add really to the city's general resources, though separately mentioned in the usual Reports. Thus, if the income of the Andrews Fund is not wholly used in the way mentioned, — and this sometimes happens,— the balance goes to pay for other things, is not added to the principal or carried forward to another year. The Browne Fund has no specific object. It is thought that both Funds should have specific objects and be at the command of this Board, for those purposes, independently of any act of appropriation from time to time. A good special use of the Brown Fund has been suggested,— namely, for the supply of such apparatus as our schools may need. I have here modified the original suggestion which mentioned only the High School. The first year or two, this whole sum might be usefully spent upon high-school apparatus; but our other schools, very needy in this respect, should early come in for their share of desirable equipments.

The Naumkeag School continues to serve its purpose, though its character is essentially changed. It has existed not only as a school for young operatives, but also as an ungraded school

for others. The predominance of the former class and the half-time plan which was then convenient gave in past years a unique character to the school. The demands have so changed that it has become an ungraded all-day school, a different organization, and yet one always recognized in the rules governing it. We need the school fully as much in its present sphere, and may extend its usefulness in nearly the same direction. There is a strong demand for a miscellaneous or ungraded school, as an adjunct of the graded system. It is so elsewhere. In many places the demand is met. It arises naturally. A pupil, by continued absence each year, soon outgrows the grade for which he is fitted. He cannot do the work of a higher class; but he does not work to advantage where he belongs. He becomes a source of annoyance and hindrance, and does not receive a benefit proportionate to his power of labor. An ungraded school will suit his age, capacity, and needs, where he can repair his single or one-sided deficiencies and perhaps become able to rejoin the graded schools. At the present, certainly, such a school is best for him. There are so few relatively of such cases, that our Naumkeag School can receive them all; and so many of them are boys, of somewhat (as it seems to them, at least,) advanced growth, that a male principal ought to have charge of the school. They are not a vagabond class, and might be associated with other members of an ungraded school without detriment to the others. In fact, we now have them in our primary schools. Upon the occupancy of the new school-house in the fifth ward, it will be possible to re-arrange the Browne primaries, and, placing the Naumkeag School in the same building, to convert the whole into one school, with ungraded and primary functions and rooms. Such are the abilities and taste of the teachers employed in these schools, that they are already in demand for other of

our departments, and all that could be spared from the new organization would find congenial places in our corps.

The evening schools for English studies are attended as well this year as usual. Miss Eliza J. Murphy is the principal of the school for males, in the Phillips-primary building; Miss Eliza G. Hill, of that for females, in the room of the Naumkeag School. The attendance is never a large per cent of the number enrolled. This is the problem to be solved: the best plan of rejecting applicants who do not come to stay and work,—or rather the way to keep and benefit the largest number possible. The common English branches are pursued; and, in the ten hours a week, the lads and young men and the misses here assembled acquire considerable productive knowledge.

Of the drawing schools, the mechanical department is not so well attended this year as usual. The freehand department is numerously attended, but many of the students, though profited by attendance, have instruction in drawing in the day schools; and, if the question of the continuance of the school were under consideration, they would not be deemed to need its maintenance, as a class. Perhaps, another season, the special Committee may find it possible to so regulate the membership as to make the two departments one school. Story Hall is spacious and commodious, well adapted to its use. If the mechanical department should be continued, separate from the other, its character ought to be better known and its membership increased. Last year, one of the teachers, Mr. Tappan, made a special tour of places where artisans are employed and explained to them the facilities offered. Many were found who did not know of the school's existence, or did not know that it was a free school, and some of these men were voters and tax-payers. The mechanical department is in session on Monday and Thursday

evenings, and the freehand, on Tuesdays and Fridays. Circulars have been printed which give a full exposition of the branches and courses of study.

Story Hall is on the third floor of the high-school building and occupies the whole area of the building. Finished into the roof, with trusses and timbers encased, with convenient recesses for groups of pupils, with ample light, and quite successful ventilation, it is a good and pleasant place for work.

Departments of Administration.

During the past summer and fall, the repairs and alterations of school property were placed by the Executive Committee under the supervision of an expert, Mr. R. B. Gifford. So far as this was a relief to me, the time was acceptable for rest and better preparation for school-work ; and, since the term began, the time released from supervision of repairs has been devoted to other duties of my office. The clerical and other office-work so increase with the changes and growth of our system, that it is still impossible to do all that the superintendency is expected to perform. Besides the better arrangement of my time, an immense practical advantage to the city is found in the thorough and workmanlike character of the improvements. A person educated to teach and supervise teaching is required for the superintendency of schools ; but, for the supervision of mechanical operations, it is equally desirable that one should have been educated as a mechanic and builder.

Two particulars in which some of our school-houses are defective are the provisions made for ventilation and light. A tour of inspection by experts might reveal possibilities of improvement in these respects, at no great cost. Health and good eye-

sight are too valuable to lose, and yet some of our modes of lighting and ventilating must, in a measure and perhaps insensibly, impair them. The one-side lighting of school-rooms, acknowledged to be the best method when ample, has finally been introduced into one of our new buildings. It is to be seen under unfavorable circumstances in some rooms of the Phillips primary. It was proposed for the Skerry-street school-house, (now named the Carlton,) and for the suggested new Phillips building. If, in the new building, the plan does not meet the highest expectations, it must be borne in mind that the school-rooms should have opened to the south, rather than to the west, and would have faced the south, but for the demands of architecture.

A new grammar-school building for wards one and two is still demanded by all considerations of health, safety, and good management. If, by a penny-wise and pound-foolish policy, a grievous wrong should be inflicted on the rising generation, to whom shall that generation attribute the wrong? Let it not be to us.

The execution of the law concerning operatives is an importtant duty, and one that involves considerable labor; and yet I do not see where the labor can be lessened, without lessening the efficiency of this service. In the first place, in May, a person is employed to make a thorough canvass of the city and record in a large ledger the names of all children between five and fifteen years of age and the names of all other minors attending school; also, their ages, places of birth, present residence, names of parents or guardians, place or name of school attended, or date of last attendance, and residence the preceding year. These records are kept at my office and supply the means of tracing back the data from year to year, for the sake of verification. The Truant Officer then, and whenever else required,

makes a tour of inspection among the mechanical, manufacturing, and mercantile establishments, and makes a record of names, residences, ages, parents' names, and birth-places; also, observing whether or not each employee under sixteen years of age has filed the proper certificates with his employer, and making copies of these certificates. This record, also, and the copies of certificates are kept at my office. Next, in case of non-compliance with the law, the officer makes further visits to the employee's home or place of employment, and notifications are sent by him, if necessary, to secure proper attention to the law. In this way, children who ought to be at school have been constrained to attend. Employers have very generally responded promptly to our advances and co-operated heartily in the execution of the law. We hope to make our system of operations yet more effective, though there are very few instances of its ill-success.

Of our teachers, as a whole, the same expressions of commendation may be used, as in previous years. There are still some that are not successful. On the other hand, there has been, on the part of some, an increased attention to self-improvement. Some have taken private lessons in elocution, languages, and other special studies. All, or nearly all, have shown a desire to gain more skill in the teaching and practice of penmanship. A club has been formed for the study of educational science and literature. Our Teachers' Library, patronized by many, has been increased by the addition of many valuable books, and of Appleton's Journal, the Popular Science Monthly, and Scribner's. If there be one expenditure which we might reasonably expect all our teachers to make, it is the payment of the small annual membership-fee of the Library Association. This collection is destined to be valuable in pedagogical and general literature, and may some day become the nucleus of a Public Library.

Some of the most prosperous libraries have grown out of humble school-libraries. A further sign of improvement is the growing interest in methods and appliances of work. Quite a number of primaries are supplying themselves with cabinets of specimens in mineralogy and biology, the voluntary contributions of pupils and friends. The collections not only excite the interest and cultivate the observing faculties of pupils, but they may serve as the means of important instruction.

There is one thing in regard to our corps of teachers that might be improved, and that is, not specially the matter of re-elections, but the mode of the first appointment. Feeling, as I do, the absolute necessity of having superior teachers in our schools, better teachers than some who have secured election, I believe that we ought to exercise more care and employ more business-like methods in their first selection. A system, that would secure in all cases as much circumspection and wisdom, as have characterized the best appointments to our corps, and could transfer, harmonize, or reorganize according to special aptitudes, is desirable. The Statutes require that personal examination of every teacher, as to scholarship and governing power, shall be had before the appointment can be lawfully made.

During the past year, besides the customary grade-meetings of teachers, I have convened a meeting of all the grammar and primary teachers. It may be advisable to hold such meetings several times during the year.

The changes in the corps of teachers being reported by the Visiting Committees, I forbear to repeat them here; but the catalogue of teachers for the new year will be found in the appendix.

At the annual examination of candidates for teachers' places,

sixteen young ladies presented themselves, of whom eight passed successfully; their names are given in the appendix.

The statistics that usually accompany this Report are all given this year in the appendix.

To my official duties, I have devoted my time and heart. The perplexities have been few, compared with the pleasures of my work; and especially agreeable has been the cordial favor of those for whom and with whom I have labored. That I may aid in the great work of promoting sound education and morality is my ardent wish.

AUGUSTUS D. SMALL,
Superintendent of Schools.

SALEM, MASS., Dec. 15, 1879.

APPENDIX.

I. Census of children, 5 to 15 years old, taken in May, in years specified:

	1875.	1876.	1877.	1878.	1879.
Whole number of such,	4688	4430	4460	4576	4673
Number of same, at school,	3922	3772	3771	3878	4050
Number of same, not there,	766	658	689	698	623

(Most of these non-attendants are every year ascertained to be children under 8 yrs. of age, or invalids.)

II. Enrolment of children at public and private day-schools and colleges, as ascertained by census in May:

	1875.	1876.	1877.	1878.	1879.
Number of such, over 15 yrs. old,	336	395	434	453	305
Whole number, at school,	4258	4167	4205	4331	4355
Number, then in private schools, etc.,	764	725	773	927	1040
Number, then in public schools,	3494	3442	3432	3404	3315

III. Exhibit of attendance at private schools and colleges, from census:

May, 1878,	WARDS I.	II.	III.	IV.	V.	VI.	TOTAL.
Boys,	22	19	14	24	60	2	141
Girls,	159	83	73	184	212	75	786
Total,	181	102	87	208	272	77	927

May, 1879,	WARDS I.	II.	III.	IV.	V.	VI.	TOTAL.
Boys,	34	33	17	33	80	1	198
Girls,	151	77	95	165	253	101	842
Total,	185	110	112	198	333	102	1040

IV. Attendance of Teachers:	1876–7.	1877–8.	1878–9.
Days' absence of teachers,	499½	272	503
Days' employment of substitutes,	289	154	382
Days' absence for protracted illness,	249	107½	369½

V. Statement concerning ages of Pupils, enumerated in following tables, when entering the several grades, in Sept. 1878:

	Oldest Pupil.		Youngest Pupil.		Average Age.	
High School, Senior Class,	19 y.	4m.	15 y.	11m.	17 y.	6m.
Sub-Senior,	18	5	12	11	16	7
Ex-Junior,	18	4	14	2	15	7
Junior,	18		13		15	3
Grammar Schools, Class 1,	17	1	12	1	14	5
" 2,	16	6	11		13	6
" 3,	16	11	10	3	13	3
" 4,	18		8	8	12	1
" 5,	17	11	8	1	11	9
Primary Schools, Class 1,	16	9	7		10	1
" 2,	13	7	6	5	9	1
" 3,	11	6	5	9	8	
" 4,	13	11	5		6	2
Naumkeag School,	15		8		12	8

VI. Number of graduations, or promotions to higher schools, in July 1879:

Primary Schools: Boys, 193; Girls, 140; Total, 333.

Bentley, 29; Bertram, 26; Browne, I, 23; Browne II, 28; Carlton, 27; Endicott, 19; Lincoln, 36; Oliver, 37; Phillips, 27; Pickman, 15; Prescott, 33; Upham, 33.

Grammar Schools: Boys, 37; Girls, 48; Total, 85.

Bentley, 18; Bowditch, 24; Phillips, 9; Pickering, 16; Saltonstall, 18.

High School: Boys, 15; Girls, 17; Total, 32.

Number in High School, above Junior Class, fitting for College:

Boys, 23; Girls, 1; Total, 24.

VII. Candidate-teachers employed as substitutes, during the year 1878–9, those elected to permanent places being designated by italics:—

Sarah L. Cabeen, Laura M. Carlton, *Marion Chadwick*, Sarah P. Clemons, Ella M. Cressey, Laurette P. Emerson, Kate M. Gray, *Clara M. Greenough*, Eliza G. Hill, *Mary E. Leavitt*, Caroline N. Littlefield, Mary E. Rowley, Abby B. Skinner, Evelyn Smalley,—14.

VIII. Account of service of Truant Officer:—

Visits to schools, 1782; attendance at Court, 15 times; attendance at school exhibitions 3 half-days and 2 evenings; attendance upon evening schools, term 1878–9, every evening; inspection of factories, etc., 6 half-days; reports to Superintendent, every office-hour; calls on families, concerning deportment of pupils, or for other school-service than truancy,—numerous.

Cases of absenteeism, not truancy, investigated, 2097; cases of truancy discovered, 370; truants dealt with, 211. The

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Girls,	151	77	95	165	253	101	842
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Junior,	18		13		15	3
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" 2,	16	6	11		13	6
" 3,	16	11	10	3	13	3
" 4,	18		8	8	12	1
" 5,	17	11	8	1	11	9
Primary Schools, Class 1,	16	9	7		10	1
" 2,	13	7	6	5	9	1
" 3,	11	6	5	9	8	
" 4,	13	11	5		6	2
Naumkeag School,	15		8		12	8

VI. Number of graduations, or promotions to higher schools, in July 1879:

Primary Schools: Boys, 193; Girls, 140; Total, 333.

Bentley, 29; Bertram, 26; Browne, I, 23; Browne II, 28; Carlton, 27; Endicott, 19; Lincoln, 36; Oliver, 37; Phillips, 27; Pickman, 15; Prescott, 33; Upham, 33.

Grammar Schools: Boys, 37; Girls, 48; Total, 85.

Bentley, 18; Bowditch, 24; Phillips, 9; Pickering, 16; Saltonstall, 18.

High School: Boys, 15; Girls, 17; Total, 32.

Number in High School, above Junior Class, fitting for College:

Boys, 23; Girls, 1; Total, 24.

VII. Candidate-teachers employed as substitutes, during the year 1878–9, those elected to permanent places being designated by italics:—

Sarah L. Cabeen, Laura M. Carlton, *Marion Chadwick*, Sarah P. Clemons, Ella M. Cressey, Laurette P. Emerson, Kate M. Gray, *Clara M. Greenough*, Eliza G. Hill, *Mary E. Leavitt*, Caroline N. Littlefield, Mary E. Rowley, Abby B. Skinner, Evelyn Smalley,—14.

VIII. Account of service of Truant Officer:—

Visits to schools, 1782; attendance at Court, 15 times; attendance at school exhibitions 3 half-days and 2 evenings; attendance upon evening schools, term 1878–9, every evening; inspection of factories, etc., 6 half-days; reports to Superintendent, every office-hour; calls on families, concerning deportment of pupils, or for other school-service than truancy,—numerous.

Cases of absenteeism, not truancy, investigated, 2097; cases of truancy discovered, 370; truants dealt with, 211. The

corresponding numbers for 1874 were, respectively, 1758.—586.—and 172.

IX. Rates of tuition for non-residents, to be paid semi-annually, in advance,—i.e. before pupils are permitted to enter upon the term's work —

High School,	$50.00	per year,	$25.00	each payment.		
Grammar Schools,	30.00	"	"	15.00	"	"
Primary "	20.00	"	"	10.00	"	"

X.—STATISTICS.

Tables A and B.

A—STATISTICS, FROM SEPTEMBER, 1878, TO JULY, 1879.

SCHOOL.	NUMBERS ENROLLED.								AVERAGE DAILY BELONGING.								AVERAGE DAILY ATTENDANCE.							
	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.
			I	II	III	IV	V				I	II	III	IV	V				I	II	III	IV	V	
High.	—	—	32	31	39	62	—	164	—	—	32	31	38	62	—	163	—	—	31	30	36	60	—	157
GRAMMAR.																								
Bentley.	—	176	19	18	39	49	51	176	—	165	18	18	37	47	45	165	—	139	17	16	30	38	38	139
Bowditch.	327	157	52	53	97	109	173	484	283	156	44	47	80	96	152	419	254	118	41	41	74	85	131	372
Phillips.	214	—	11	33	44	58	68	214	188	—	9	29	37	53	60	188	171	—	8	28	32	49	54	171
Pickering.	88	81	18	25	42	34	50	169	84	77	17	22	40	35	47	161	78	68	16	21	37	32	40	146
Saltonstall.	153	122	25	39	42	68	101	275	138	113	23	34	41	63	90	251	126	99	22	31	37	55	80	225
Total, Gram.	782	536	125	168	264	318	443	1,318	693	491	111	150	235	294	394	1,184	629	424	104	137	210	259	343	1,053
PRIMARY.																								
Bentley.	—	196	34	51	48	63	—	196	—	163	34	47	38	44	—	163	—	113	27	39	25	22	—	113
Bertram.	50	70	38	31	15	36	—	120	43	55	34	28	12	24	—	98	36	43	30	23	9	17	—	79
Browne, I.	123	64	36	47	43	61	—	187	112	53	33	42	37	53	—	165	88	39	28	35	29	35	—	127
Browne, II.	122	61	34	45	41	61	—	183	90	51	34	21	37	49	—	141	74	37	30	16	30	35	—	111
Carlton.	113	59	32	45	34	61	—	172	111	57	33	43	42	50	—	168	89	45	29	35	33	37	—	134
Endicott.	134	85	36	45	44	94	—	219	110	73	34	39	40	70	—	183	86	50	26	33	31	46	—	136
Lincoln.	146	76	45	47	53	77	—	222	122	64	41	43	48	54	—	186	100	52	36	36	40	40	—	152
Oliver.	142	106	41	41	48	117	—	248	127	97	39	42	46	97	—	224	107	77	37	37	34	76	—	184
Phillips.	273	—	52	53	58	110	—	273	235	—	47	48	49	91	—	235	200	—	43	41	43	73	—	200
Pickman.	97	63	40	35	36	50	—	160	82	50	31	27	32	42	—	132	70	34	26	22	25	31	—	104
Prescott.	125	43	34	35	41	58	—	168	116	42	35	35	38	50	—	158	96	33	31	30	31	37	—	129
Upham.	99	84	35	38	41	69	—	183	75	58	32	29	35	37	—	133	63	44	28	25	28	26	—	107
Total, Prim.	1,424	907	459	513	502	857	—	2,331	1,223	763	427	444	454	661	—	1,986	1,009	567	371	372	358	475	—	1,576
Naumkeag.	35	10	—	—	—	—	—	45	22	5	—	—	—	—	—	27	17	4	—	—	—	—	—	21
Total, Schools.	—	—	—	—	—	—	—	3,858		—	—	—	—	—	—	3,360	—	—	—	—	—	—	—	2,807

B.—STATISTICS, SUPPLEMENTARY.

SCHOOL.	Per cent. attendance, 1878–1879.	Cases of Tardiness, 1878–9.	Half-days of Truancy, 1878–9.	Cases of Corp. Punishm't 1878–9.	Half-days' absence of Teachers, 1878–9.	Half-days' employment of Substitutes, 1878–9.	Teachers, School-year, 1878–9.	Graduates of Normal Schools, of same date.	Teachers Feb. 1880.	Study Rooms.	NUMBER OF SITTINGS, BY CLASSES. I	II	III	IV	V	Total	BUILDINGS AND LOTS. Erected.	Remodeled.	Valuation.	Size of Lots in Square feet.
High.	96	160	—	2	6	—	8	3	8	2	—	—	—		—	224	1855	1871	$20,000	12.104
GRAMMAR.																				
Bentley.	84	101	—	—	98	93	4	1	4	4	47	—	48	48	48	191	1861		$30,000	19.450
Bowditch.	89	1,284	205	261	232	230	9	8	9	9	48	49	98	98	147	435	1870		85,000	24,200
Phillips.	91	238	34	45	9	8	5	8	5	5	42	—	49	49	98	233	1869		15,000	18,000
Pickering.	91	341	2	45	5	2	4	2	4	4	49	—	49	49	51	198	1862		20,000	16,000
Saltonstall.	90	185	16	16	8	—	7	6	8	8	48	48	48	96	144	384	1874		16,000	20,040
Total, Gram.	89	2,152	257	367	352	328	29	20	30	30	229	97	292	340	488	1,441			$166,000	97,640
PRIMARY.																				
Bentley.	69	794	6	7	102	69	4	1	4	4	52	56	48	48	—	204				
Bertram.	81	228	—	1	6	—	8	1	8	4	48	48	48	48	—	192	1879		$13,080	20,300
Browne, I.	77	330	51	86	15	6	4	3	3	4	48	48	56	54	—	206	1847	1870	20,000	12,975
Browne, II.	79	549	58	57	118	71	4	3	4	4	49	49	48	54	—	200			——	——
Carlton.	80	480	9	9	83	9	4	1	4	4	50	49	49	56	—	204	1875		10,000	18,085
Endicott.	74	881	58	132	9	—	4	1	4	4	46	56	56	56	—	214	1869		16,000	11,740
Lincoln.	82	518	32	45	13	1	4	4	4	4	48	48	48	48	—	192	1851		6,000	6,700
Oliver.	82	558	7	9	19	5	5	3	5	5	42	45	48	97	—	232	1818	1878	15,000	10,890
Phillips.	85	804	36	77	194	175	5	3	5	5	50	52	55	105	—	262	1841		20,000	18,000
Pickman.	79	632	18	64	53	42	4	3	4	4	48	54	54	54	—	210	1872		9,000	15,880
Prescott.	82	296	46	46	48	48	4	3	4	4	50	50	50	60	—	210	1871		10,000	12,357
Upham.	80	239	25	41	42	10	4	1	4	4	44	44	44	59	—	191	1851		10,000	24,100
Total, Prim.	79	6,309	341	574	647	436	49	27	48	50	575	599	604	739	—	2,517	—	—	$129,080	150,527
Naumkeag.	80	230	99	3	1	—	1	1	1	1	—	—	—	—	—	49	1819	—	2,500	3,005
Total, Schools.	84	8,851	697	946	1,006	764	87	51	87	83	—	—	—	—	—	4,231	—	—	$317,580	263,326 6.05 acres.

XI. GRADUATES, JULY, 1879.

HIGH SCHOOL.

Henry Flanders Batchelder,
John James Daley,
William White Doyle,
Arthur Burnham Fowler,
Frank Augustine Gardner,
Louis Osborne Johnson,
Stephen Herrick Knight,
George Frank Langdon,
Henry Lefavour,
Frank Elmer Lord,
Robert Emmet O'Callaghan,
Reuben Wilkins Ropes,
Fred Abbott Ward,
William Varney Ware,
Arthur Henry Woodbury.

Mabel Bacon Annable,
Louisa Tyson Bartlett,
Anna Frances Bridges,
Mary Ellen Burrill,
Flora Mabel Canney,
Lucy Ellen Daniels,
Mary Abbie Goldthwaite,
Hattie Hanson,
Elizabeth Farley Lord,
Caroline Louise Martin,
Carrie Morse,
Nellie Augusta Nichols,
Emma Alice Searle,
Flora Jennie Sibley,
Lillian Lovett Staniford,
Grace Upton,
Alice Amelia Whitney.

BENTLEY GRAMMAR.

(Those in this and following lists who entered High School are starred.)

*Augusta M. Bartlett,
Jennie K. Danforth,
*Lillian F. Dresser,
Fannie N. Frye,
Martha K. Gauss,
*Mary E. Lyon,

*Ettie M. Mansfield,
Fannie W. McMurphy,
Sadie Newhall,
*Lucy Ropes,
*Alice L. Robinson,
*Carrie F. Sanborn,
Augusta N. Tarbox,
Annie M. Titus,
Mamie S. Upton,
*Lillian W. Whipple,
*Annie E. Whipple,
Mary J. Wilson.

BOWDITCH SCHOOL.

*George Lockhart Allen,
*Francis Cornelius Baker,
*Charles William Browne,
*John Andrew Degan,
*Thomas Francis Ganley,
*Michael Joseph Murphy,
*George Hervey Quimby,
*John Joseph Tierney,
Herbert Freeman Winslow.

*Celia Frances Blake,
Viola Estell Buxton,
*Maria Louise Daniels,
Ettie Augusta Gardner,
*Alice Loring Hayward,
*Alice White Lord,
*Mabel Lawrence Peabody,
*Nellie Atherton Peabody,
Fannie Silver Putnam,
Katie Ellen Riley,
*Gertrude Richardson,
*Flora Helen Smith,
*Myra Treadwell Smith,
Katie Gwinn Simmons,
*Mary Frances Titcomb.

PHILLIPS GRAMMAR.

*Harry Boyd,
Leonard Horatio Carver,
*James Lee Foye,
Edward Webster Hay,
Charles Herbert Johnson,
*Timothy Joseph Kiley,
*Edward Francis Mulcahy,
*Joseph Patrick Shortell,
*Nathaniel Thomas Very.

FOLLEN SCHOOL.

*John Couch Barnsider.
Frank Melville Cone.
Thomas Joseph Kane.
John Peter Linehan.
*Arthur Alfred Mack.
*Henry Shepard Manning.
*James Edward Matthews.
*Edward Melcher.
*George Brooks Moulton.
John Henry Phelen.
Benj. Augustus Reed.
*Charles Fisher Ropes.
*Edwin Chapin Ropes.
*Robert Permo Smith.

Mary Josephine Millard.
Nellie Boyd Prime.

SALTONSTALL SCHOOL.

*John F. Browning.
William S. Norris.
*Jeremiah O'Keefe.
*Patrick E. Tivnan.
*John W. Washington.

*Lilian H. Allen.
*Mary M. Brooks.
*Alice L. Browne.
Nancy L. R. Cassell.
*Helen A. Earle.
*Annie Fessenden.
Alice F. Lowe.
*Sarah F. Morrison.
Mattie E. Meade.
Minnie E. Nelson.
*Fannie H. Osgood.
*Jennie Purbeck.
May Ryder.

XII.—ART-SCHOOL DIPLOMAS.

1. Those who received Diploma A,—for satisfactorily executing all the subjects in the first year's course, and passing the required examination :—

Harriet G. Abbott,
Annie M. Chandler,
William T. Dayton,
Laurette P. Emerson,
*Arthur H. Hayward,
Susie E. Kimball,
Flora N. Symonds, (Mrs.)
Arthur L. Tibbetts,
Marion E. Valentine.

2. Those who received Diploma B,—on like completion of second year's course :—

Myra Hall,
*Arthur H. Hayward,
Susie S. Kelley,
Josie P. Young.

*Executed most of the subjects last year.

XIII.—LIST OF APPROVED CANDIDATES.

WITH DATES OF EXAMINATION AND PLACE OF APPOINTMENT.

JULY 9, 1874.

Sophie J. Gowen, Bowditch.
Clara P. Wardwell, Prescott.
Hannah C. Goss, *Substitute.*
Mary L. O. Gorten,
Hannah S. Prime, Lincoln.
Caroline E. Whitney, Bowditch.
Nellie B. Kelman, Browne.
Martha A. Patterson, Lincoln.
Frances A. Drew, Bowditch.
Huldah A. Eaton,
Myra Hall, Prescott.
Delia F. Weeks, Phillips Gram.
Delle E. Haines,
Mary A. Manning,
Alice M. Perry,
Mary A. Smith, Lincoln.

JUNE 4, 1875.

Jane M. Gray, Oliver.

June 4, 1875, continued.

Caroline N. Tarr, Naumk'g Ev'g.
Elizabeth H. Turner, Phillips Pr.
Susan T. Sanborn, Bowditch.
Marcella A. Roberts, Tr'g Sch.
Mary A. Varney, Pickering.
Elizabeth T. Colcord.
Caroline E. Goodridge, Ph's Gr.
Phebe M. Lyon.
Julietta M. Averill, Browne.
Jennie F. Woodberry.
Alice P. Jackman, Saltonstall.
Julia F. Pinkham, Saltonstall.

JUNE 10, 1876.

Mary A. Haskell.
Mary E. Poore.
Mary B. Chamberlain, Endicott.
Lizzie E. Farmer, Oliver.
Amelia R. Thaxter, Lincoln.
Lavinia H. Conklin.

AUGUST 28, 1876.

Emma F. Earle, Browne.
Abby B. Skinner, *Substitute.*
Annie V. Ward, Phillips Ev'g.
Annie L. Warner, Oliver.

NOVEMBER 8–10, 1876.

Clara M. Greenough, Saltons'l.
Eliza J. Rice, Oliver.

FEBRUARY 16, 1877.

Caroline F. Allen, Lincoln.
Kate P. Richardson, Tr'g Sch.
Lucy W. Files, Bowditch.
Mary E. Rowley, Phillips Ev'g.
Grace G. Hooper, Phillips Pr.

APRIL 19–20, 1878.

Sarah L. Cabeen, Phillips Ev'g.
Harriet D. Bowen, *Substitute.*
Evelyn Smalley, Naumk'g Ev'g.
Belle F. Batchelder.
Minnie F. Woodbury.
Delia Stickney.
Laurette P. Emerson, *Substitute.*
Lizzie M. Balcomb, Nau'g Ev'g.
Rose A. Jordan.
Marcia A. Burbank.
Emily F. Reed.
Mary E. Leavitt, Browne.
Caroline N. Littlefield, *Subst'te.*
Sarah E. Glines.
Clara E. Ballou.

APRIL 18–19, 1879.

Ida F. Sawyer.
Janet H. Wilson, Naumk'g Ev'g.
Eliza G. Hill, Naumk'g Ev'g.
Mary L. Smith.
*Laura M. Carlton, *Substitute.*
Annie J. Coan, Phillips Ev'g.
Caroline Goldthwait, *Substitute.*
Edith A. Parkhurst.

*After graduation, Normal School.

XIV. CORPS OF TEACHERS,—Feb., 1880.

[A prompt notice of change of residence is requested by the Superintendent. The date of first election in Salem is given in Roman type. If the teacher had previously served elsewhere, the earliest date of such appointment is stated in italics.]

HIGH SCHOOL, BROAD STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
John W. Perkins,	Master	$2,500	November, 1865. *Dec., 1862.*	6 Linden.
Arthur L. Goodrich,	Sub-Master	1,200	October, 1874.	6 Barton Sq.
Susan A. Osgood,	First Ass't	1,100	February, 1868. *Sept., 1858.*	Chelsea.
Mary J. Thayer,	Assistant	650	October, 1867. *Sept., 1863*	34 Broad.
Annie C. Draper,	Assistant	650	March, 1870. *April, 1867.*	260 Essex.
Mary L. Chapman,	Assistant	650	September, 1875. *April, 1874.*	3 Harris'n Av
Alice Jenkins,	Assistant	650	October, 1876. *March, 1865.*	Lynn.
Margaret A. Dunn,	Assistant	650	March, 1856.	5 Holly.
		$80,50		

BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I. II.	Hannah E. Choate,	Principal.	$1,200	April, 1873. *Dec., 1857.*	23 Norman.
III.	Mary A. Colman,	First Asst.	600	Sept., 1846.	3 Winter.
IV.	Mary A. Gage,	Assistant	500	Sept., 1878. *Apr., 1871*	68 Essex.
V.	Eliza G. Cogswell,	Assistant	500	Sept., 1855.	68 Essex.
			$2,800		

A.—STATISTICS, FROM SEPTEMBER, 1878, TO JULY, 1879.

SCHOOL.	NUMBERS ENROLLED.								AVERAGE DAILY BELONGING.								AVERAGE DAILY ATTENDANCE.							
	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.
			I	II	III	IV	V				I	II	III	IV	V				I	II	III	IV	V	
High.	—	—	32	31	39	62	—	164	—	—	32	31	38	62	—	163	—	—	31	30	36	60	—	157
GRAMMAR.																								
Bentley.	—	176	19	18	39	49	51	176	—	165	18	18	37	47	45	165	—	139	17	16	30	38	38	139
Bowditch.	327	157	52	53	97	109	173	484	283	136	44	47	80	96	152	419	254	118	41	41	74	85	131	372
Phillips.	214	—	11	33	44	58	68	214	188	—	9	29	37	53	60	188	171	—	8	28	32	49	54	171
Pickering.	88	81	18	25	42	34	50	169	84	77	17	22	40	35	47	161	78	68	16	21	37	32	40	146
Saltonstall.	153	122	25	39	42	68	101	275	138	113	23	34	41	63	90	251	126	99	22	31	37	55	80	225
Total, Gram.	782	536	125	168	264	318	443	1,318	693	491	111	150	235	294	394	1,184	629	424	104	137	210	259	343	1,053
PRIMARY.																								
Bentley.	—	196	34	51	48	63	—	196	—	163	34	47	38	44	—	163	—	113	27	39	25	22	—	113
Bertram.	50	70	38	31	15	36	—	120	43	55	34	28	12	24	—	98	36	43	30	23	9	17	—	79
Browne, I.	123	64	36	47	43	61	—	187	112	53	33	42	37	53	—	165	88	39	28	35	29	35	—	127
Browne, II.	122	61	33	45	41	61	—	183	90	51	34	21	37	49	—	141	74	37	30	16	30	35	—	111
Carlton.	113	59	32	45	34	61	—	172	111	57	33	43	42	50	—	168	89	45	29	35	33	37	—	134
Endicott.	134	85	36	45	44	94	—	219	110	73	34	39	40	70	—	183	86	50	26	33	31	46	—	136
Lincoln.	146	76	45	47	53	77	—	222	122	64	41	43	48	54	—	186	100	52	36	33	40	40	—	152
Oliver.	142	106	41	41	48	117	—	248	127	97	39	42	46	97	—	224	107	77	37	37	34	76	—	184
Phillips.	273	—	52	53	58	110	—	273	235	—	47	48	49	91	—	235	200	—	43	41	43	73	—	200
Pickman.	97	63	40	35	36	50	—	160	82	50	31	27	32	42	—	132	70	34	26	22	25	31	—	104
Prescott.	125	43	34	35	41	58	—	168	116	42	35	35	38	50	—	158	96	33	31	30	31	37	—	129
Upham.	99	84	35	38	41	69	—	183	75	58	32	29	35	37	—	133	63	44	28	25	28	26	—	107
Total, Prim.	1,424	907	459	513	502	857	—	2,331	1,223	763	427	444	454	661	—	1,986	1,009	567	371	372	358	475	—	1,576
Naumkeag.	35	10	—	—	—	—	—	45	22	5	—	—	—	—	—	27	17	4	—	—	—	—	—	21
Total, Schools.	—	—	—	—	—	—	—	3,858		—	—	—	—	—	—	3,360	—	—	—	—	—	—	—	2,807

B.—STATISTICS, SUPPLEMENTARY.

SCHOOL.	Per cent. attendance, 1878–1879.	Cases of Tardiness, 1878–9.	Half-days of Truancy, 1878–9.	Cases of Corp. Punishm't 1878–9.	Half-days' absence of Teachers, 1878–9.	Half-days' employment of Substitutes, 1878–9.	Teachers, School-year, 1878–9.	Graduates of Normal Schools, of same date.	Teachers Feb. 1880.	Study Rooms.	NUMBER OF SITTINGS, BY CLASSES. I	II	III	IV	V	Total	BUILDINGS AND LOTS. Erected.	Remodeled.	Valuation.	Size of Lots in Square feet.
High.	96	160	—	2	6	—	8	3	8	2	—	—	—		—	224	1855	1871	$20,000	12,104
GRAMMAR.																				
Bentley.	84	101	—	—	98	93	4	1	4	4	47	—	48	48	48	191	1861		$30,000	19,450
Bowditch.	89	1,284	205	261	232	230	9	8	9	9	43	49	98	98	147	435	1870		85,000	24,200
Phillips.	91	238	34	45	9	3	5	3	5	5	42	—	49	49	93	233	1869		15,000	18,000
Pickering.	91	341	2	45	5	2	4	2	4	4	49	—	49	49	51	198	1862		20,000	16,000
Saltonstall.	90	188	16	16	8	—	7	6	8	8	48	48	48	96	144	384	1874		16,000	20,040
Total, Gram.	89	2,152	257	367	352	328	29	20	30	30	229	97	292	340	483	1,441			$166,000	97,690
PRIMARY.																				
Bentley.	69	794	6	7	102	69	4	1	4	4	52	56	48	48	—	204				
Bertram.	81	228	—	1	6	—	3	1	3	4	48	48	48	48	—	192	1879		$13,030	20,300
Browne, I.	77	330	51	86	15	6	4	3	3	4	48	48	56	54	—	206	1847	1870	20,000	12,975
Browne, II.	79	549	53	57	113	71	4	3	4	4	49	49	48	54	—	200			——	——
Carlton.	80	480	9	9	33	9	4	1	4	4	50	49	49	56	—	204	1875		10,000	18,085
Endicott.	74	881	58	132	9	—	4	1	4	4	46	56	56	56	—	214	1869		16,000	11,740
Lincoln.	82	518	32	45	13	1	4	4	4	4	48	48	48	48	—	192	1851		6,000	6,700
Oliver.	82	558	7	9	19	5	5	3	5	5	42	45	48	97	—	232	1818	1878	15,000	10,890
Phillips.	85	804	36	77	194	175	5	3	5	5	50	52	55	105	—	262	1841		20,000	18,000
Pickman.	79	632	18	64	53	42	4	3	4	4	48	54	54	54	—	210	1872		9,000	15,380
Prescott.	82	296	46	46	48	48	4	3	4	4	50	50	50	60	—	210	1871		10,000	12,357
Upham.	80	239	25	41	42	10	4	1	4	4	44	44	44	59	—	191	1851		10,000	24,100
Total, Prim.	79	6,309	341	574	647	436	49	27	48	50	575	599	604	739	—	2,517	—	—	$129,030	150,527
Naumkeag.	80	230	99	3	1	—	1	1	1	1	—	—	—	—	—	49	1819	—	2,500	3,005
Total, Schools.	84	8,851	697	946	1,006	764	87	51	87	83	—	—	—	—	—	4,231	—	—	$317,530	263,326 6.05 acres.

PICKMAN SCHOOL, DUNLAP STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	ANSTISS P. STEVENS,	Principal	$600	July, 1868.	76 Summer.
II.	Julia M. Mann,	Assistant	500	April, 1869.	164 North.
III.	Harriet M. Stetson,	Assistant	500	April, 1873	59 Barr.
IV.	Sarah N. Littlefield,	Assistant	500	Sept., 1873.	31 Upham.
			$2,100		

PRESCOTT SCHOOL, HOWARD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	R. ANNA HARRIS,	Principal	$600	June, 1859.	15 Federal.
II.	Clara P. Wardwell,	Assistant	500	July, 1874.	20 Hawthorne
III.	Kate E. Batchelder,	Assistant	500	Oct., 1872.	108 Lafayette.
IV.	Myra Hall,	Assistant	500	July, 1875.	7 Daniels.
			$2,100		

UPHAM SCHOOL, NORTH STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	MARIA CUSHING,	Principal	$600	March, 1847.	83 Summer.
II.	Elizabeth C. Russell,	Assistant	500	Sept., 1854.	2 Eaton Pl.
III.	Emily S. Phelps.	Assistant	500	March, 1870.	16 Federal.
IV.	Laura J. Symonds,	Assistant	500	Oct., 1876.	68 Buffum.
			$2,100		

NAUMKEAG SCHOOL, WASHINGTON STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
	Principal	$600		

XV—1. TRUANT OFFICERS.

NAME.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
John W. Libbey,	$800	February, 1874.	29 Osborne
Frederic H. Hunt,	10	January, 1877.	17 Hardy.
	$810		

2. JANITORS.

NAME.	SAL'RY.	RESIDENCE.	SCHOOLS.
Luke E. Friend,	$485	3 Lynn.	4—Carlton, Endicott, Lincoln, and Prescott.
Frederic H. Hunt,	541	17 Hardy.	3—Bentley and Phillips Grammar and Primary.
Joseph Tomlinson,	650	36 Albion.	1—Bowditch.
Joseph H. Torr,	300	24 Symonds.	3—North Salem.
John S. Wardwell, Jr.,	350	12½ Mt. Vernon.	2—High and Oliver.
John W. Wheeler,	540	4 Harrison Av.	3—South Salem.
	$2,866		

XVI. BOARD OF SCHOOL COMMITTEE, 1880.

HENRY K. OLIVER, Mayor, Chairman ex-officio.

WILLIAM A. HILL, President of the Common Council, member ex-officio.

WARD ONE.

Till 1881.	Till 1882.	Till 1883.
George Russell, 10 Liberty.	Lawrence E. Millea, 16 Elm.	Nathan H. Millett, 8 Curtis.

WARD TWO.

Stephen B. Ives, Jr., 22 Winter.	Charles Sewall, 12 Brown.	Mary G. Ward, 2½ Federal.

WARD THREE.

John Preston, 1 Mt. Vernon.	Leverett S. Tuckerman, 41 Chestnut.	O. W. Holmes Upham, 313 Essex.

WARD FOUR.

James Donaldson, 172 Federal.	James P. Franks, 6 Monroe.	Sarah E. Sherman, 94 Federal.

WARD FIVE.

Emma B. Lowd, 23 Gardner.	John R. Lakeman, 21 Linden.	Lurana N. Almy, 56 Lafayette.

WARD SIX.

Edward E. Dalton, 21 Mason.	Alfred B. Brown, 37 Walter.	S. Freeman Chase, 36 Barr.

HENRY M. MEEK, Secretary,
1 City Hall.

AUGUSTUS D. SMALL, Superintendent,
6 City Hall.

CHARLES BURNS, Messenger,
5 City Hall.

Executive Committee.

Mayor Oliver, President Hill, and Messrs. Franks and Sewall, and Mrs. Ward.

First Visiting Committee—High School.

Stephen B. Ives, Jr., Chairman.

James P. Franks, S. Freeman Chase.

Second Visiting Committee—Grammar Schools.

Charles Sewall, Chairman,	Sub-Committee	for the		Phillips School.
Sarah E. Sherman, . .	"	"	"	Bentley School.
Leverett S. Tuckerman, .	"	"	"	Bowditch School.
O. W. Holmes Upham, .	"	"	"	Pickering School.
James Donaldson, . .	"	"	"	Saltonstall School.

Third Visiting Committee—Primary Schools.

John R. Lakeman, Chairman,	Sub-Committee	for the		Oliver School.
Sarah E. Sherman, . . .	"	"	"	Bentley School.
Emma B. Lowd, ...	"	"	"	Bertram School.
Lurana N. Almy, ...	"	"	"	Browne Schools.
Mary G. Ward, ...	"	"	"	Carlton School.
John Preston, ...	"	"	"	Endicott School.
Lawrence E. Millea, . . .	"	"	"	Lincoln School.
Nathan H. Millett, . . .	"	"	"	Phillips School.
Edward E. Dalton, . . .	"	"	"	Pickman School.
George Russell, ...	"	"	"	Prescott School.
Alfred B. Brown, ...	"	"	"	Upham School.

Committee on Naumkeag School.

John R. Lakeman, Chairman.

Lurana N. Almy, George Russell.

Committee on Evening Schools.

Leverett S. Tuckerman, Chairman.

Emma B. Lowd, Lawrence E. Millea.

Committee on Music.

James Donaldson, Chairman.

James P. Franks, Mary G Ward.

Committee on Drawing.

O. W. Holmes Upham, Chairman.

James P. Franks, Mary G Ward.

XVII. SCHOOL CALENDAR.

The common Roman type notes the usual school days; the full-faced type, examination days in grammar and primary grades; and stars occupy the place of dates of vacation and holidays. High-school examinations begin second Friday before the term ends.

First T., 1879-80.

September, 1879.

M	T	W	Th	F	S
1	2	3	4	5	6
8	9	10	11	12	13
15	16	17	18	19	20
22	23	24	25	26	27
29	30	..	..	..	..

October, 1879.

..	..	1	2	3	4
6	7	8	9	10	11
13	14	15	16	17	18
20	21	22	23	24	25
27	28	29	30	31	..

November, 1879.

..	..	..	..	..	1
3	4	5	6	7	8
10	11	12	13	14	15
17	18	19	**20**	**21**	**22**
24	25	26	*	*	*

December, 1879.

1	2	3	4	5	6
8	9	10	11	12	13
15	16	17	18	19	20
22	23	24	*	*	*
*	*	*	..	..	..
..	..	..	..	..	..

January, 1880.

..	..	..	*	*	*
5	6	7	8	9	10
12	13	14	15	16	17
19	20	21	22	23	24
26	27	28	**29**	**30**	**31**

Second T., 1879-80.

February, 1880.

M	T	W	Th	F	S
2	3	4	5	6	7
9	10	11	12	13	14
16	17	18	19	20	21
*	24	25	26	27	28
..	..	..	..	..	..

March, 1880.

*	*	*	*	*	*
8	9	10	11	12	13
15	16	17	18	19	20
22	23	24	25	26	27
29	30	31	..	..	..

April, 1880.

..	..	..	**1**	**2**	**3**
5	6	7	*	*	*
12	13	14	15	16	17
19	20	21	22	23	24
26	27	28	29	30	..

May, 1880.

..	..	..	..	..	1
3	4	5	6	7	8
10	11	12	13	14	15
17	18	19	20	21	22
24	25	26	27	28	29
31	..	..	..	..	..

June, 1880.

..	1	2	**3**	**4**	**5**
7	8	9	10	11	12
14	15	16	17	18	19
21	22	23	24	25	26
28	29	30	..	..	.

First T., 1880-81.

September, 1880.

M	T	W	Th	F	S
..	..	*	*	*	*
6	7	8	9	10	11
13	14	15	16	17	18
20	21	22	23	24	25
27	28	29	30	..	..

October, 1880.

..	..	..	..	1	2
4	5	6	7	8	9
11	12	13	14	15	16
18	19	20	21	22	23
25	26	27	28	29	30

November, 1880.

1	2	3	4	5	6
8	9	10	11	12	13
15	16	17	**8**	**19**	**20**
22	23	24	*	*	*
29	30	..	..	..	..

December, 1880.

..	..	1	2	3	4
6	7	8	9	10	11
13	14	15	16	17	18
20	21	22	23	24	*
*	*	*	*	*	..
..	..	..	..	..	..

January, 1881.

..	..	..	..	..	*
3	4	5	6	7	8
10	11	12	13	14	15
17	18	19	20	21	22
24	25	26	**27**	**28**	**29**

July, 1880.

..	..	..	1	2	3

See notes, next page.

NOTES.

Number of Sessions: — High School, one each week-day, except Saturday; Grammar and Primary Schools, two each week-day, except Wednesday and Saturday, and then but one; Naumkeag School, two each week-day, except Saturday.

Hours of Session:—

High School, March to November, from 8, A.M., to 1, P.M.,
November to March, from 8½, A.M., to 1, P.M.

Grammar Schools, April to October, from 8 to 11, A.M.,
October to April, from 9 to 12, A.M.,
and 2 to 4, P.M., the year round.

Primary Schools, April to October, 8 to 11, A.M.,
October to April, 9 to 11½, A.M.,
and 2 to 4, P.M, the year round.

Naumkeag School, October to April, 8½ to 11½, A.M.,
otherwise like the primaries.

Detentions permitted:—

Fifteen minutes, after morning sessions; one hour, at the close of the afternoon sessions.

SUPERINTENDENT'S OFFICE-HOURS.

April to October, from 11 to 12, A.M., October to April, from 8 to 9, A.M., at No. 6, City Hall, on school-days.

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ANNUAL REPORT

OF THE

School Committee

OF THE

CITY OF SALEM.

DECEMBER, 1880.

SALEM, MASS.
OBSERVER PRINTING ESTABLISHMENT,
1881.

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DECEMBER, 1880.

SALEM, MASS.
OBSERVER PRINTING ESTABLISHMENT,
1881.

IN SCHOOL COMMITTEE,
Salem, Dec. 20, 1880.

Ordered, That the Reports of the several Standing Committees and of the Superintendent be adopted collectively as the Annual Report of this Board, and that a sufficient number of copies of the same, or extracts from the same, in accordance with the rules and regulations, be printed under the direction of the Executive Committee, for the use of the inhabitants of the City, as required by the law of the Commonwealth.

Attest,

HENRY M. MEEK, Secretary.

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ERRATUM.

(The following Committee of the Board of 1880 should have been reported on p. 2. after the Committee on Drawing.)

COMMITTEE ON NOMINATION OF TEACHERS.

Stephen B. Ives, Jr., Chairman.

Sarah E. Sherman, James Donaldson,

John R. Lakeman, George Russell.

BOARD OF SCHOOL COMMITTEE, 1880.

HENRY K. OLIVER, Mayor, Chairman ex-officio.

WILLIAM A. HILL, President of the Common Council, member ex-officio.

WARD ONE.

Till 1881.	Till 1882.	Till 1883.
George Russell, 10 Liberty.	Lawrence E. Millea, 16 Elm.	Nathan H. Millett, 8 Curtis.

WARD TWO.

Stephen B. Ives, Jr., 22 Winter.	Charles Sewall, 12 Brown.	Mary G. Ward, 57 Federal.

WARD THREE.

John Preston, 1 Mt. Vernon.	*Leverett S. Tuckerman, 41 Chestnut.	O. W. Holmes Upham, 313 Essex.

WARD FOUR.

James Donaldson, 172 Federal.	James P. Franks, 302 Essex.	Sarah E. Sherman, 94 Federal.

WARD FIVE.

Emma B. Lowd, 23 Gardner.	John R. Lakeman, 21 Linden.	† Lurana N. Almy, 56 Lafayette.

WARD SIX.

Edward E. Dalton, 21 Mason.	Alfred B. Brown, 37 Walter.	S. Freeman Chase, 36 Barr.

HENRY M. MEEK, Secretary, 1 City Hall.

AUGUSTUS D. SMALL, Superintendent, 6 City Hall.

CHARLES BURNS, Messenger, 5 City Hall.

---

* George F. Ropes, after Dec. 14, 1880.
† Charles M. Buffum, after June 14, 1880.

Executive Committee.

Mayor Oliver, President Hill, and Messrs. Franks and Sewall, and Mrs. Ward.

First Visiting Committee—High School.

Stephen R. Ives, Jr., Chairman.

James P. Franks. S. Freeman Chase.

Second Visiting Committee—Grammar Schools.

Charles Sewall, Chairman, Sub-Committee for the Phillips School.

Sarah E. Sherman,	"	"	"	Bentley School.
Leverett S. Tuckerman,	"	"	"	Bowditch School.
O. W. Holmes Upham,	"	"	"	Pickering School.
James Donaldson,	"	"	"	Saltonstall School.

Third Visiting Committee—Primary Schools.

John R. Lakeman, Chairman, Sub-Committee for the Oliver School.

Sarah E. Sherman,	"	"	"	Bentley School.
Emma B. Lowd,	"	"	"	Bertram School.
(Lurana N. Almy,	"	"	"	Browne Schools.
Charles M. Buffum,	"	"	"	Browne Schools.
Mary G. Ward,	"	"	"	Carlton School.
John Preston,	"	"	"	Endicott School.
Lawrence E. Millea,	"	"	"	Lincoln School.
Nathan H. Millett,	"	"	"	Phillips School.
Edward E. Dalton,	"	"	"	Pickman School.
George Russell,	"	"	"	Prescott School.
Alfred B. Brown,	"	"	"	Upham School.

Committee on Hamburg School.

John R. Lakeman, Chairman.

(Lurana N. Almy,) George Russell.
Charles M. Buffum,

Committee on Evening Schools.

Leverett S. Tuckerman, Chairman.

Emma B. Lowd, Lawrence E. Millea.

Committee on Music.

James Donaldson, Chairman.

James P. Franks, Mary G. Ward.

Committee on Drawing.

O. W. Holmes Upham, Chairman.

James P. Franks, Mary G. Ward.

REPORT OF EXECUTIVE COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 20, 1880.

To the School Committee.

The Executive Committee present the customary Annual Report of the Expenditures and Receipts of the School Department, for the fiscal year ending November 30th, 1880.

I. Permanent Investment.

(a) ALTERATIONS AND ADDITIONS.

Architect's Plans, etc.,	$62 50	
Carpentry,	2,055 59	
Concrete pavement,	195 80	
Heating, changes, not apparatus,	70 30	
Ironwork,	33 88	
Masonry,	1,400 72	
Painting and Windows,	304 23	
Plumbing,	483 39	
Slate-slabs and Roofing,	184 80	
		$4,791 21

(b) APPARATUS.

Chemical,	$18 75	
Heating, new,	1,086 63	
Illustrative, or Philosophical,	45 80	
Mechanical, or Working,	63 60	
		$1,214 78
Amount carried forward,		$6,005 99

Amount brought forward,		$6,005 99

(c) FURNITURE.

Bookcases,	$290 00	
Carpets and Curtains,	101 53	
Chairs and Desks,	101 60	
Clocks,	30 50	
Easels and Movable Boards,	43 35	
Tables and Closets,	123 48	
Tablecloths,	4 25	
Trays and Chains (for Plants),	12 10	
		$706 81

(d) LIBRARIES AND CABINETS.

Art Copies,	$11 05	
Binding,	20 60	
Books, text and reference,	339 92	
Charts, music and reading,	107 94	
Mounting art copies,	2 60	
Music Readers,	75 00	
Statuary, Drawing School,	24 25	
Supplementary Readers,	223 25	
Wall Pictures,	5 40	
		$810 01
Total, Permanent Investment,		$7,522 81

II. Current Expenditures.

(a) SALARIES.

Superintendent,	$2,500 00	
		$2,500 00
High School,	7,855 00	
		$7,855 00
Amount carried forward,		$17,877 81

Amount brought forward,		$17,877 81
Bentley Grammar,	2,980 00	
Bowditch Grammar,	6,070 00	
Phillips Grammar,	4,050 00	
Pickering Grammar,	3,400 00	
Saltonstall Grammar,	5,250 00	
		21,750 00
Bentley Primary,	2,075 00	
Bertram Primary,	1,925 00	
Browne Primary, No. 1,	1,892 50	
Browne Primary, No. 2,	2,100 00	
Carlton Primary,	2,070 00	
Endicott Primary,	2,180 00	
Lincoln Primary,	2,080 00	
Oliver Primary,	2,812 00	
Phillips Primary,	2,600 00	
Pickman Primary,	2,100 00	
Prescott Primary,	2,033 18	
Upham Primary,	2,100 00	
		25,967 68
Naumkeag School,	921 98	
		921 98
Supervisor of Music,	720 00	
Truant Officers,	810 00	
		1,530 00
Phillips Evening School,	465 00	
Naumkeag Evening School,	249 50	
		714 50
Mechanical Drawing School,	784 00	
Freehand Drawing School,	933 00	
		1,717 00
Total Salaries,	$62,956 16	

(*b*) CARE OF HOUSES.

Janitors,	$3,013 25	
		$3,013 25
Amount carried forward,		$73,492 22

Amount brought forward,		$73,492 22

(c) REPAIRS.

Carpentry,	$891 28	
Carpets and Shades,	15 34	
Clocks,	39 50	
Concrete pavement,	40 00	
Furnaces,	851 07	
Furniture,	2 74	
Grading yards,	51 50	
Hardware and Ironwork,	96 73	
Labor, alone,	4 00	
Lumber, alone,	46 82	
Masonry,	111 12	
Painting and Glazing,	362 67	
Pictures (repaired),	10 50	
Plumbing,	159 60	
Roofs, slated,	39 19	
Tuning and repairing piano and organ,	7 75	
		$2,729 81

(d) SUPPLIES.

Art materials, Drawing-paper,	$17 50	
Brushes and Brooms,	55 30	
Chemicals,	83 40	
Cleansing materials,	2 62	
Dry Goods,	5 83	
Erasers, Pointers, Callbells,	49 64	
Fuel,	3,431 43	
Gas,	394 00	
Grocer's supplies,	6 32	
Hardware, Tinware, etc.,	111 38	
Hose,	12 02	
Amounts carried forward,	$4,169 44	$76,222 03

Amounts brought forward,	$4,169 44	$76,222 03
Mats and Baskets, - - - -	72 65	
Rewards of Merit, - - -	51 75	
Stationery, Ink, Crayons, etc., - -	936 44	
Water, - - - - -	554 85	
Work, Carpenters', - - -	21 30	
		$5,806 43

(*e*) BOOKS FOR PUPILS.

Supply, by law, to indigent Pupils, -	$723 92	
		$723 92

(*f*) MISCELLANEOUS.

Advertising, Printing, etc., - -	$468 23	
Annual Report, - - - -	148 03	
Census, - - - -	264 65	
Diplomas, - - - -	41 30	
Express, Teaming, etc., - -	183 85	
Rent and attendant Expenses, - -	484 79	$1,590 85

UNCLASSIFIED:—

Rufus B. Gifford, *Supervising Mechanic,*	60 00	
Rufus B. Gifford, *Supervising Mechanic,*	125 00	
Rufus B. Gifford, *Cash paid out,* -	5 25	
Frederick H. Hunt, *Labor,* - -	1 50	
Francis Lord, *Fertilizers,* -	2 75	
Henry K. Oliver, *Expenses paid,* -	3 00	
Post Office, *Box Rent,* - -	6 00	
Henry W. Putnam, *Plants,* - -	10 00	
Hezekiah Sleeper, *Plants and Turf,* -	4 55	
Henry H. Stevens, *Labor,* - -	8 75	
Augustus D. Small, *Cash paid out,* -	9 20	
George W. Torr, *Labor,* - -	6 12	
Joseph H. Torr, *Labor,* - -	2 60	
Amounts carried forward,	$244 72	$84,343 23

Amounts brought forward,	$244 72	$84,343 23
Ira J. Webber, *Lock,* - - -	0 75	
		245 47
Total Expenditures,		$84,588 70

III. Receipts.

Damages, paid by Pupils, - -	$1 50	
Dog-tax, from County, - -	1,252 15	
Duplicate Bills, repayment, - -	14 08	
Insurance Premium, returned, -	10 40	
Old Materials sold, - -	70 58	
Tuition of non-resident Pupils, -	325 00	
Total Receipts,		$1,673 71
Net Total Expenditures,		$82,914 99

IV. Summary.

	In 1880.	In 1879.
Permanent Investment, - -	$7,522 81	$6,570 38
Current Expenditures, -	77,065 89	74,506 24
Gross Expenditures,	$84,588 70	$81,076 62
Receipts, - - - -	1,673 71	1,730 87
Net Current Expenditures,	$75,392 18	$72,775 37
Net Total Expenditures,	$82,914 99	$79,345 75

V. Statement of Trust Funds.

ANDREWS FUND: Income, 1880,	$85 50
Paid for Books for Class of 1880, High School,	85 16
Balance, carried to next year,	$0 34

Browne Fund:		
Income, 1879, not expended,	$200 00	
March, 1880,	120 00	
July, 1880,	120 00	
Total Income,		$440 00
Paid, E. S. Ritchie & Sons, High School Apparatus,	$116 39	
H. B. & W. O. Chamberlain, High School Apparatus,	5 30	
Boston School Supply Co., Charts, Grammar and Primary,	84 00	
N. E. School Furnishing Co., Globes, and Maps, Grammar and Primary,	104 40	
Total Expended,		$310 09
Balance, carried to next year,		$129 91

For the Executive Committee,

Henry K. Oliver, *Chairman.*

REPORT OF THE EXECUTIVE COMMITTEE (SANITARY.)

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* CITY OF SALEM,
IN SCHOOL COMMITTEE, NOV. 15, 1880.

THE Executive Committee, duly authorized by the general Board, employed Dr. A. H. Johnson of Salem, to examine and report upon the general condition of the several school-houses of the City, in the matters of heating, lighting, ventilation, and general hygiene. His report has been received and is respectfully submitted to the Board. The several subjects are fully treated, the Report embracing 34 written pages. Its disposition is in your hands and it is the opinion of the Executive Committee, that its contents should be widely circulated.

For the Executive Committee,

HENRY K. OLIVER,
Chairman.

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* The Executive Committee were instructed to print Dr. Johnson's Report,—by vote of the Board, Nov, 15, 1880.

REPORT OF DR. A. H. JOHNSON.

To the Executive Committee of the
School Committee of the City of Salem.

Sirs:—In conformity with your request, I inspected the sanitary condition of the Public Schools of Salem, and herewith respectfully submit the following report.

The examination, herewith reported, has been made with reference to conditions, which all are likely to concede should be carefully observed, in order to properly protect the health and lives of children, during the hours in which the city assumes the care of them in our public schools.

Such conditions are the following:—

a. School buildings should have a healthful location.

b. They should be substantially built, so as to be protected against fire, and so as to bear such strains as they may occasionally receive when crowded, or when buffeted by storms.

c. They should have ample entries and stairways, properly guarded by rails and landings, to admit of rapid exit in case of danger or panic.

d. Both school rooms and dressing rooms should have direct and free communication with the stairways.

e. The doors should open outward.

f. The school rooms and entries should be sufficiently large, to furnish an abundant supply of air to each scholar.

g. Some system of ventilation should provide for the frequent renewal of the air of the rooms.

h. The method of ventilation should not endanger the health of the children.

i. The heating apparatus should be of most generous capacity, and should be intelligently and faithfully used, in order to secure an ample supply of heat.

j. The school-rooms should be well lighted.

k. Water-closets should be provided in ample number, to meet the needs of each school. They should be kept scrupulously clean, be thoroughly ventilated, and be placed where they can be entered and used, without exposure to inclement weather, and where the chance escape of offensive odors cannot reach the school-rooms. The sewerage of the water-closets and basins should be thoroughly trapped and watched, to repair any leaks from which it is liable to suffer.

l. The desks should be adapted to the size of the scholars.

m. A weekly inquiry of the scholar should be made to ascertain whether sickness exists in the households from which they come; so that scholars, from homes where contagious diseases prevail, may be excluded, until a certificate from the family physician assures the safety of their return.

n. A certificate from a physician, stating that a child has been vaccinated, should be required before the child is received into the schools.

Testing our schools by the application seriatim of the conditions we have enumerated, we have arrived at the following results.

a. Healthfulness of location.

We have found no school occupying a location which is necessarily unhealthy. But each site presents peculiarities of its own, which in most instances have been successfully dealt with. There still remain some troubles, arising from

the natural formation of the grounds, to be removed, at the following schools.

I. At the Pickman School on Dunlap street, a large amount of water, shed from the high lands at its rear and northerly side, finds its way across the play-ground and front yard. This has been partially provided for in the play-ground, by surface gutters covered with concrete. But this does not prevent the yard from becoming at times flooded with water, so that an elevated platform is used by the scholars, to pass dry-shod to the privies. *Through one of these surface gutters flows the drainage of a tenement house.* In rainy weather, the water rushes across the path leading to the main entrance, and out between the posts which guard this entrance from the street. In the winter, the accumulation of water, whose free flow across the path is checked by the snow, makes the entrance unsafe and uncomfortable. The new street, cut to connect this school with Mason Hill, frequently becomes so filled with water, that the children to escape wet feet, are forced to take to the fences. These troubles can all be remedied by properly grading, draining, and concreting the whole yard, and invoking the aid of the Street Commissioner.

An evil much complained of in the location of this school, is its distance from the homes of the small children it is intended to receive,—an evil which has special power in inclement weather.

II. The Phillips school on Forrester street. The land, on which this is built, was formerly a swamp traversed by a small stream. This accounts for the dampness of its first floor, under which there is no cellar. As the building is at present used, or rather partially disused by the practical conversion of its first floor into a cellar, the rooms on its

second floor are well protected from dampness. Moreover, a drain laid within a few years through Forrester street is sufficiently low, to be of great service toward procuring the dryness of this site. Should a new building be placed upon this spot, it would be wise to provide it with a high basement, mostly above ground.

The excellent condition of one-half of the play-ground, already covered with concrete, makes more conspicuous the wet and mud of the other half, which for some time after a rain is an unfit resort for children. This play-ground is peculiarly exposed to northerly winds, which come to it with unobstructed force across the Common. A higher and tighter fence would afford a much needed shelter.

III. The Naumkeag School on Lafayette street. This site has the disadvantage of narrowness, so that it has no play-ground; at recess, its scholars are turned into the street, which at this point is neither clean nor safe.

IV. The Saltonstall School on Holly street; V., the Endicott School on Boston street; VI., the Phillips School on Herbert street. All three require either completion or repairs of the grading and concreting of their yards. That your Committee are mindful of the evils of dirt carried into the school-rooms after a recess in a muddy yard, and of the discomfort and danger attending wet feet, is clear from the labor already spent to keep these school-grounds dry.

b. Are our school buildings substantially built so as to be safe against fire and storms?

This is a question for a practical builder, rather than for your reporter. Such an examination, as I have been able to make, leads me to call the attention of your Committee to the apparently light and weak construction of the Holly-street school house. This building is large, and exposes a broad

surface to the wind. Situated on a bluff, it receives the full force of the northerly blasts from across the Mill-Pond. A high wind shakes the building sufficiently to crack the slates and ceilings of the rooms, thus producing leaks, and an unpleasant feeling of insecurity to its occupants. An examination of the frame work of the building, where it is accessible, is not reassuring. Possibly a change in the form of the roof, by diminishing the surface exposed to the wind and by more firmly holding together the sides of the building, would give it sufficient strength.

The Herbert-street school-house, is also so suspiciously weak, that it would be wise to submit it to the inspection of some architect, to determine its safety.

I have discovered nothing which has led me to question the safety of the other buildings both against fire and storms.

c. Are the entries and stairways, in our school buildings, safe ?

There are but few of our school houses which fail to meet this condition. In most, the wise rule has been adopted, of breaking the flights into sections by broad landings, so as to prevent falls over many stairs at a time. Among the few exceptions to this rule, are the very dangerous stairs in the Phillips school, elsewhere described, and the unbroken flight in the Endicott school, on Boston street. Most of them have broad entries communicating conveniently with stairways.

d. Do the school and dressing rooms connect directly and freely with the stairways ? I have noticed but one exception to this rule; viz., at the Lincoln school on Fowler St. The arrangement here is extremely inconvenient and unsafe. The dressing rooms are narrow and reached only by cross-

ing one end of the school room. As children are likely to run for their hats and coats before leaving a building, the form and position of these rooms would occasion great delay, confusion, and possibly fatal obstruction, in case need was to remove the scholars quickly. This trouble admits of easy and inexpensive remedy, as any builder will detect.

e. Are the outside doors made to open outwards? I have found no neglect of this precaution.

f. Are the school rooms and entries of sufficient size to furnish an abundant supply of air to each scholar? Without going into exact estimate of dimensions, to see whether each pupil had the 220 cubic feet of space which is desirable, I have found our school rooms sufficiently spacious to well accommodate the number of scholars allotted to them, *provided* some efficient system of ventilation is adopted *and used.* The entries, however, in many of the buildings, while large enough for passage-ways, are not sufficiently large to give the amount of reserved warm air, which is required in the winter season, to renew the air of the rooms. The value of large halls or entries, when well warmed, as aids to ventilation, appears in such buildings as the Saltonstall and Bowditch schools; and the need of more spacious entries appears notably in the Lincoln and Browne schools. Whether or not there is need to make any alterations in some of the school houses, to enlarge the entries, should be considered when the question of adequate ventilation is discussed. But in the erection of new buildings, it is to be hoped, the importance of this condition will be felt and acted upon.

g. Some system of ventilation should provide for the frequent renewal of the air of the rooms. That the importance of this condition has been felt, is evident from the large variety of expedients which have been adopted to

ventilate the school rooms. But the number of instances in which these expedients prove actually successful is small compared with the number of failures. The ventilating apparatus at the Bowditch school is admirably efficient, and receives the warm praises of the occupants and inspectors of the building. So also the effectiveness of the simpler apparatus at the Saltonstall school satisfies both Principal and teachers, and is worthy of further trial. With these two exceptions, there appears to be no school house whose ventilation is as yet adequately provided for. The most common apparatus in use is a wooden box, running vertically through one end or corner of a room, communicating with the external air, and with the room, by two apertures, one near the floor and one near the ceiling. In some places, as in the Brown and Bertram schools, instead of a wooden box, a small shaft of masonry is built, and an attempt to maintain a sufficient current of air in this shaft is made by carrying up through its centre, the smoke pipe of the furnace. The Pickering grammar school seems to be the only school without some form of ventilator. The old ventilators, as we are informed, being the source of troublesome leaks, were completely removed, stored in the cellar, and no substitutes provided. Yet this is by no means the poorest ventilated school in the city. In different schools, which have similar ventilating apparatus, the deficiency of good air is much more complained of in some, than in others. This is due to four principal causes: 1. Differences in the size and construction of the building; 2. Differences in the quantity and method of distribution of the heat from the furnaces, and management of the furnaces; 3. Differences in the class of pupils; 4. Differences in the attention given by teachers to the means under their control. The faulty construction of the halls in the Phil-

lips, Browne, and Lincoln schools, not only gives but a meagre amount of reserve air, but prevents the freest circulation of air through the whole building. In the Phillips school, we have an example of the uselessness of contrivances for ventilation, which communicate with entries, without generous supplies of heat, and its distribution to the entries as well as to the rooms. Visitors to the Pickman Primary school on Dunlap Street, or the Browne Primary on Ropes Street, or the Endicott Primary on Boston Street, will be sufficiently impressed with Primary school odors, to appreciate the need of a more frequent change of air in such rooms, than is demanded by Grammar schools, whose scholars are more careful of their persons and dress. And careful inspection of all our schools will show, that with the exception of the Bowditch and Hollystreet schools, the teachers are able to get such small results out of the ventilating contrivances of which they have charge, that they are very generally indifferent as to whether their ventilators are open or shut. Good ventilation is not merely a matter of luxury, but a condition necessary to the best results from teaching. Without it, more or less mental torpor is induced, and those vital processes, by which ideas are incorporated in the brain, are vitiated and retarded. The evils resulting from lack of ventilation are not confined to the daily discomforts, but operating through long months and years, they may permanently enfeeble some constitutions. Moreover, without frequent change of air, the atmosphere of our school rooms will facilitate the communication of contagious diseases.

h. The method of ventilation should not endanger the health of the children.

Inspection shows that this very reasonable condition has been in the minds of our school committees, and that many

very ingenious efforts have been made to meet it. But these efforts are only very partially successful. Omitting the Bowditch and Salmonstall schools, of all the others it is true that their various devices for ventilation are so miserably inadequate, that the only perceptible relief is gained by opening the windows. In our climate, there are but few of the school days in a year when it is safe for a child to sit for hours near an open window, and frequent instances occur, as many a physician can testify, in which children and teachers have been made sick by colds taken from this source. To shield the children, a board is sometimes placed at an angle above the upper sash, so that when the sash is lowered, the entering air shall strike the board, and be deflected upward to the ceiling. This prevents the cold air from descending immediately upon the heads of those nearest the windows, and may raise the temperature of the outer air a few degrees, as it travels along the ceiling a few feet, before it descends upon the heads of those children who are nearer the middle of the room; but the air is not sufficiently tempered by this expedient to prevent its descent in dangerously cold currents. The board which has been placed beneath a lower sash, which has been raised about four inches for this purpose, is a safer contrivance, but in the absence of open fireplaces, or capacious and active ventilating flues, is a very inadequate expedient for securing fresh air. Moreover, in very cold or stormy weather, the windows cannot be kept open. Yet cold days form a large proportion of school days, and stormy weather is the time of all others when ventilation is most needed; for the wet shoes and garments of the children give off a combination of offensive odors, which only the compulsion of necessity can make endurable to scholars and teachers. The air at such times is not only deficient in oxygen, but is loaded

with refuse animal matter, evaporated from the skin, the lungs, and unclean garments, in quantities sufficient to prove depressing and sickening; and sufficient to make painfully apparent the inadequateness of the ventilating boxes to do the work required of them.

The methods by which these evils can best be controlled, is a question for experts. Your Committee will find a most satisfactory discussion of this question in an article on "The Ventilation of School Houses," by A. C. Martin, Architect, of Boston, published in the State Board of Health Report for January, 1871, page 870.

i. Are our schools furnished with a sufficiently ample supply of heat? The instances in which this requirement are observed are exceptional. The few in which no complaint is made are the Bowditch, Saltonstall, and Bertram schools. The others suffer in different degrees. Some like the Phillips, Herbert-street, and Lincoln schools, having many rooms, and others like the Bentley, Endicott, Browne Primary and Grammar schools, having a few rooms which are not well warmed in cold weather. The deficiency of heat has in some instances been so great as to occasion dismissal of the school on very cold days, as has happened in the Bentley, Herbert-street, and Lincoln schools. And in these and other schools, the greater evils have been incurred of keeping school with peril to the children, with a temperature but little over 50 degrees Fahrenheit, and of *closing ventilators* and windows in order to retain the little heat supplied. If the supply of fresh air is to be taken in through the windows, the heating apparatus must needs be of most generous capacity, so as to give a large surplus of heat which can be discharged with the foul air. But this method both of heating and ventilating leads to an exasperating play of extremes of temperature and of good and foul air, and de-

mands a distracting alertness from the teacher to attend the registers, thermometers, and windows, and with the best efforts still subjects the scholars to special perils already mentioned.

The heating apparatus is too often constructed and used with too little reference to ventilation. The air boxes of the furnace connect directly with the external air, but they have also a slide and door by which the outside air can be excluded, and the supply of fresh (?) air can be taken from the cellar. During high winds or cold days, in order to keep warm, it is necessary to close the boxes against the outside air, and take the air from the cellar. This expedient is found to so greatly economize heat, that the temptation to take air from the cellar proves too often irresistible. Yet the instances are few in which the basement air can be safely used in this way. More generally the water-closets in the basements taint the air with a perceptible odor, so that it is not a safe supply to be furnished to the school-rooms. I found but one instance in which the sole supply of one of the furnaces was taken from the basement; viz., at the Phillips School. But even in so unobjectionable schools as the Bowditch and Saltonstall, I found furnace air boxes open, so as to act as ventilators to water-closets. Although, I should add, that in both these instances the closets were very neatly cared for. To avoid the objections to using the air of a basement for furnaces, I think it would be well to connect the air boxes with a large chamber or room in the basement, which shall be tightly partitioned off, be kept scrupulously clean, and have openings through which the outside air can be freely admitted.

There is very common complaint in the schools of cold rooms at the opening of the sessions on winter mornings. So far as I have been able to learn, this is due to actual deficiency

in heating apparatus only in very few of the buildings. These are the Phillips, the Lincoln, and the Upham Schools. In the latter, there appears to be a bad leak in some parts of the furnace. In the other two, the furnaces are too small. Whether or not the furnaces in the other schools, where insufficient heat is complained of, are really equal to the work required of them cannot I think be determined, until a larger amount of Janitor work is furnished and spent, for this and other purposes to be mentioned. The instances are few in which the fires are replenished more than twice in twenty-four hours; so that the capacities of the furnaces are not fully tested. Moreover the inspection and replenishing of the furnaces is too often delegated to young and inexperienced persons, who have little judgment or interest in securing the best and most even temperature possible. A faithful use of the apparatus already provided may show that it can do all that is desired.

j. Are our schools well lighted?

The proper lighting of a school room has of late been studied with peculiar care. The incentive to this investigation has been the belief that near-sightedness was on the increase, and that the circumstances of school-life were responsible for the evil. Some of the first oculists in Europe, and in our own land, have written warning words to urge those who have charge of schools to so build and drill as to protect the children's eyes. Dr. Hasket Derby of Boston, in an article in a recent issue of the "Boston Medical and Surgical Journal," places first among the causes which promote the development of near sight, "work by insufficient light." Dr. Javal, "Director of the Laboratory of Ophthalmology at the Sorbonne," writes, "It is proved that the causes of short-sightedness are habitually a prolonged application of sight during childhood, combined with insufficient

light." There is but one of our school buildings in which the arrangement of the windows is such as to make it impossible to secure sufficient light in dull weather; that is the Phillips School, elsewhere described. In all the other buildings, the means for securing a sufficient quantity of light are ample, but require much care, and some accessories, to tone and direct the light.

There has been much discussion of the merits of unilateral light. On this point Dr. Javal writes, "The belief that bilateral light is injurious to the preservation of sight does not rest on any theoretical basis. According to most recent statistics, there are schools in which the light being bilateral, myopia is comparatively rare, and there exist others in which unilateral light is had under most favorable conditions, nevertheless myopia is as frequent as in the worst arranged schools." "Experience is certainly not in favor of unilateral light. Bilateral light should be preferred on all accounts. . . ." Among our schools, the new Bertram school is the only one which has been lighted on the unilateral plan. Yet the plan can hardly have its fairest trial as there applied, owing to the fact that the building has been wrongly placed, relative to the points of the compass. A fact, we are informed by the Report of the Superintendent, due to "the demands of architecture."

Speaking upon this point Javal says, "great importance must be attached to placing the school toward the east, and the axis should be directed from north-north-east, to south-southwest; a deviation of more than 40° from the direction north-south should never be allowed, except in exceptional climatic conditions."

The present method of lighting our school rooms from two or three sides, while it has advantages, necessitates several precautions which are rarely observed.

Its advantages are, first, the ability furnished to secure abundant light in dull weather; second, the ability to take or throw the light in any desired direction; and third, the ability to conveniently and thoroughly ventilate by windows in pleasant weather. In rooms so lighted, unilateral or bilateral light can be had at will, if the windows are provided with the necessary fixtures, to place them under the control of the teachers.

The evils likely to result from our present method, are: first, severe trial of the eyes by cross-lights; second, the necessity that either teacher or scholars shall face a row of windows, often made doubly trying by reflections from the walls or roofs of houses; third, the blinding of the eyes by light thrown into them, instead of upon the black-boards, almost universally placed between the windows. The precautions to be used are, to furnish every room with blinds and light-tinted shades. The quantity of external light is so variable, that a room cannot be well lighted, unless the teacher has means to control the quantity and intensity of the light admitted. For this, blinds alone are insufficient. Frequently, when a portion of light needs to be shut out, the closing of the blinds produces too deep a darkness, or gives too great contrasts of light and shadow in different parts of the room. Tinted shades can be more generally used, and diffuse a soft, agreeable light. Yet shades cannot take the place of blinds; for when, at times, it becomes necessary to have the shades down, and the windows open, the winds move the shades to and fro, and so cause an aggravating play of light and shade, and a noisy rattling of the curtain, which disturbs the school. Here we may suggest that inside blinds, except on northern exposures, are objectionable, because of the heat they collect and distribute, from the sun.

A second precaution to be observed is to select shades of

soft tints. Otherwise a simple exchange of evils occurs. In the Pickering School, one end of the room is furnished with long yellow shades, which, illumined by a western sun, are a trying offense to eyes even moderately sensitive. The more desirable tints are the light gray or pearl colors.

A third precaution to be used is, to so quicken the attention of teachers to the quantity and direction of light they use, that they shall carefully control it, so as to make it agreeable to the scholars. It is of little value to provide the best means for controlling light, unless these means are faithfully used. No system of lighting can be arranged, which will not require watchful attention to cause it to produce its best effects. Our teachers have to deal with such a variety of exposures, and such large numbers and directions of windows, that nothing can give the needed relief, unless, with much faithful painstaking to protect the children's eyes, the teachers judiciously manipulate the blinds and shades.

A fourth precaution is, in all school-rooms which are lighted from two sides, to abolish the use of black-boards between the windows, and in all rooms lighted from three sides, to have the invariable rule observed, that black-boards between windows shall not be used until the blinds and window shades to the windows which flank them have been previously closed.

The experiment of painting the black-boards with some neutral tint has been found agreeable to the eye, in both the Saltonstall and Bowditch Schools.

It is a common custom to continue the line of black-boards all around the room, for the sake of producing a symmetrical border,—an expedient architecturally pleasing perhaps, but judged according to the familiar saying, "Pretty it is to be pretty, but prettier far to be useful," may be called upon to yield space to some more appropriate device.

A fifth precaution is, to have the custom of placing plants in the windows under such supervision that it shall not interfere with the necessary use of blinds and shades.

k. Do the water-closets, provided for our schools, safely and completely meet all reasonable demands?

Much care and money have evidently been spent to construct these troublesome appurtenances, so that they shall create no danger to health, nor give rise to any annoyance, and in the larger number of instances with much success.

Among the best planned, and most practically successful closets, are those in use at the Bowditch, Saltonstall, Skerry-street, Bentley, High School, Broad-street Primary, Phillips, and Browne Schools. Yet even these arrangements require a few accessories, to make them what they should be. They all require better ventilation. The water-closet in the Bowditch School, which is now ventilated largely into the main area of the basement, whence a part of the air is taken to be heated for the rooms above, can be easily connected with the main ventilating shaft, so that the current will be *into*, instead of *out* from, the closet. The proper method of ventilating the other closets must be determined by the system selected for the general ventilation of the buildings to which they are attached. But some *thorough* plan should be devised. The half-way measures now adopted prove inadequate. With the most careful use, the escape of a certain amount of injurious odors and gases from these closets is unavoidable, and with the careless use of children no water-closet can be in the basement of a school-building without offense, unless it is most actively ventilated.

An additional reason for ventilating these closets is found in the fact that the basements, in which they are placed, are used for play-rooms in stormy weather. Were there no water-closets in them, these basements should never be used

for play-rooms, unless some special provision is made for their thorough ventilation; because of their liability to dampness and to the accumulation of injurious gases. But the presence of evaporations from urinals and closets, diffused through a basement, needs only to be mentioned to suggest the need of an immediate and positive remedy. Of all the water-closets in the different buildings, it must be said that there is not one which is free from unpleasant odors of different degrees of strength and pungency. This is due primarily—aside from the fact of deficient ventilation—to the deficiency of janitor work. Nothing but the most scrupulous cleanliness, procured by daily or semi-daily flushings, washings, and sweepings will suffice to keep these places from becoming offensive. Yet the care they receive is too often of the most superficial character, as may be seen by the accumulations of deposits. A notable exception to this statement is found in the Bowditch school, whose janitor, with a zeal begotten of genuine interest in his duties and with a constancy made possible by the appropriation of his whole time to the care of this building, scrubs and washes the closets into the best condition their construction admits. To other janitors, too much work is assigned to secure the thorough performance of the services required. One of these janitors has a school on Skerry Street, another on Fowler Street, and another far up on Boston Street to take care of. The rate of his compensation does not imply the expectation that he shall give his whole time to these buildings; yet were his whole time so devoted, it would be extremely difficult for him to maintain the fires in cold weather, shovel the sidewalks, thoroughly sweep the rooms and closets, and cleanse the water-closets and yards of all these schools so that they would bear even a lenient inspection. We have seen no provisions against uncleanliness

about water-closets which can obviate the need of the labor of a janitor, *repeated several times daily*, as at the Bowditch school, to keep these regions inoffensive. To make it possible for any man to keep the urinals free from repulsive odors, some provision should be made for the drip, which necessarily occurs during their use. This drip at present goes on to a rough and porous cement floor, which after a time becomes saturated, and cannot be cleansed. I would recommend the use of a broad slate slab, which should incline toward the main trough, and also toward its outlet, so that it can be easily flushed with water and cleansed with a broom.

Partitions in the urinals at the Browne school make it difficult for the janitor to properly cleanse the trough.

At the Pickman school on Dunlap Street, the Endicott school on Boston Street, the Lincoln school on Fowler Street, the Phillips school on Herbert Street, are privies over vaults which need repairs, until they can be replaced with arrangements more in keeping with our modern civilization, and more in keeping with the design of educational institutions, which should train children out of brutish ways into modest and cleanly habits. The out-building at the Pickman school is utterly unfit for use. Its construction is not encouraging to efforts at cleanliness. It has been hopelessly neglected, and its condition is filthy and brutalizing. When it is replaced by a new one, as it should be, provision should be made for entering it without exposure to inclement weather. This is a precaution of no small importance, which needs to be observed in the arrangement of all the privies, which are placed at a distance from the main building. For if children are obliged to go through a snow or rain storm, or winds near zero in temperature, in

order to reach a water-closet, they will neglect as long as possible the calls of nature, and induce constitutional habit which are productive of weakness and sickness; or by obeying the calls of nature, they are dangerously exposed to incurring severe colds.

Special complaint is made, that the locks on the privy doors at the Pickman school become filled with water, which freezes and prevents the use of the key.

At the Endicott school, the privy requires some refitting and thorough cleansing. The urinal trough is placed too high, and is leaky, and being made of wood is saturated and offensive. Of course the floor is made filthy, and the same neglect which appears here is seen also on inspecting the seats. The above account of the Endicott school out-building, may be applied to that of the Lincoln school.

I found the privy at the Phillips school on Herbert street unclean and its trough-pipe clogged. In all these out-houses, it is apparent that they receive much less supervision and cleansing labor than the water-closets, and yet aside from their location they require more. Nothing less than a semi-daily cleaning of these places should be exacted from all janitors, who should be required to report to teachers all violations of rules of cleanliness which they may detect.

At the Bentley school, complaint was made of odors from the water-closets, which in damp weather made the rooms just above them oppressively offensive. I could detect no leak to account for this trouble, and was led to refer it to the insufficient ventilation of the closets, and to the unavoidable accumulations upon the sides of the receivers, which in so large a school are sure to cause great offense, unless they are washed away by the janitor, at the earliest opportunity.

A similar trouble exists at the Skerry-street School, where

the lower entry and rooms are at times filled with disagreeable smells from the basement. Here in addition to the defect in the construction of the floor by the urinals, already mentioned, I noticed that the wash pipe is placed too low to cleanse the surface back of the urinal trough, so that a large unclean evaporating surface causes much trouble.

At this school my attention was called to the need of ground glass to the windows to the closets on the girls' side, to protect them from the gaze of boys whose play-ground adjoins the windows. The instinctive seclusion sought in attending to the duties of nature is not sufficiently regarded at the Phillips school on Essex Street, nor at the Lincoln school on Fowler Street, where partitions are needed, nor at the Broad-street school where a separate passage-way is needed, that the entrance to the boys' and the girls' water-closets may not be used in common.

l. Are the desks adapted to the size of the scholars? The answer to this question is both affirmative and negative. With very few exceptions, there are two or three sizes of desks in the same room. Usually the smaller desks are in the front row, on the supposition that the younger children will need the most watching, and the larger desks are placed in the rear. If the desks therefore were apportioned according to stature, the children would be well provided for. But the practice prevails of assigning seats according to scholarship. So very large children are found cramped into small front seats, and small children are on chairs too high, and at desks too tall and distant. Either the seats should be distributed with chief regard to the forms of the children, as the present arrangement of the desks requires, or if the present system of seating according to rank is of sufficient importance, a few adjustable seats should be provided in each row, to accommodate children of ex-

ceptional stature. For it is of great importance, that, while the rapid changes of physical development are taking place, the postures of children during their years at school-desks shall be favorable to strong and healthy forms.

m. Is sufficient caution used to exclude from school, children who might bring with them the contagion of disease? We can speak in the most commendatory manner of the zeal of teachers and of the Superintendent in this matter. A weekly inquiry of the scholars is made to ascertain whether sickness exist in the households from which they come, and scholars from homes in which contagious diseases prevail are excluded until a certificate from a family physician permits their return. The form of certificate, now required of physicians, should be reconstructed, to bring it within the power of physicians to sign without corrections. The clauses which read, "and that since the said day, there has been no infection from any of the aforesaid diseases; and if any other contagion has existed in said house, danger from that source has now ceased," are statements whose truthfulness no physician can guarantee. For it is a well known fact, that after the most painstaking efforts at disinfection, some unnoticed spot or article of apparel or furniture sometimes proves the lurking place in which contagion remains undestroyed. I would suggest the following form as more acceptable to medical men.

"I hereby certify that in the house (or isolated section of a house), in which . . . . . resides, there has been no sickness from Small-pox, Scarlet fever, Diphtheria, or other contagious disease, since the . . . . . day of . . . . . 18 , and that said house has been properly cleansed and disinfected, so that the aforenamed pupil may in my judgment safely attend school."

. . . . . Family Physician.

n. The rule which requires a certificate of vaccination, as a condition of membership of our schools, was receiving a particularly vigorous enforcement during the past summer, showing that its importance is realized by those whose duty it is to execute it.

The school-building which most completely meets all the requirements we have enumerated, and with which we have tested the schools, is the Bowditch School on Dean street. Its heating and ventilating apparatus deserve special mention for their efficiency, and the value of an abundance of faithful Janitor work is here strikingly illustrated in the cleanliness of the water-closets, and of all parts of the building, and in the equal temperature, which is a source of great comfort to all the occupants. In contrast with the Bowditch School, we place at the other extreme, as a building all things considered the least adapted to school work of any in the city, the Phillips Primary School on Essex street, whose condition I have already reported.

While inspecting our schools, I have been most pleasantly impressed with the many evidences of thoughtful endeavor to make the schools of Salem safe, pleasant, and healthful. Several of our school buildings might serve as models, after a few trifling and inexpensive adjustments of some of their furnishings. And while there are some which have serious faults, there is not a building which does not somewhere show progressive endeavors, to put it in proper condition to meet the needs and provide for the comfort of our children. In the few suggestions which I have offered, to those who have our schools in charge, I am confident that I simply urge the more rapid and general carrying out of their own ideals.

Respectfully submitted,

A. H. JOHNSON.

REPORT OF FIRST VISITING COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 20, 1880.

The First Visiting Committee, in presenting the Annual Report, required by the Regulations, can say very little more than repeat what has been said by them and their predecessors for several years past, in relation to the condition of the High School.

The only change in the organization of the school, during the past year, was the reduction in the number of teachers.

It was found that it would be practicable to make such reduction, and dispense with the services of one of the assistants. In the absence of any other reason for discrimination, it seemed to this Committee that justice required them to part with that teacher who had been most recently appointed. And in pursuance of this judgment, they suggested to the Committee on Nominations then recently constituted, that, in reporting nominations for the High School, they should omit the name of Miss Dunn. It is no more than an act of duty for us to state these facts in this public manner, that it may be understood that the failure to recommend Miss Dunn for re-election, was for the reasons here stated, and from no want of appreciation of her excel-

lence as a teacher, which had been demonstrated by so many years' service in the various public schools of Salem.

The number of pupils in the school has not varied materially from that which it has contained for a few years past. The details will be found in the Report of the Superintendent.

The work of the school has gone on quietly and successfully during the year. The teachers have individually and collectively performed their arduous and responsible labors with zeal and assiduity, and are entitled to this renewed expression of the confidence of the Committee, the Board, and the community.

Respectfully submitted,

STEPHEN B. IVES, JR.,	First
J. P. FRANKS,	Visiting
S. F. CHASE,	Committee.

REPORT OF SECOND VISITING COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 20, 1880.

The Second Visiting Committee, in presenting their Annual Report, are pleased to record the fact that the condition of the grammar schools during the past year will compare favorably with any former year.

We cannot impress too forcibly upon this Board the importance of maintaining in the grammar grade of our school system the highest standard of perfection attainable in that course of instruction. It is here that the majority of scholars finish their education, and those who enter the high school acquire that thorough training necessary to a successful pursuit of the higher branches. For those who graduate so early from the school room to enter the walks of life, we must always feel a particular solicitude, especially that large class compelled by circumstances to rely upon their own resources for a livelihood. The demands and wants of the present generation cannot be determined by making invidious comparisons with the past. We live in an age of thought, and progress should be the watch-word. To retrieve one retrograde step may be the expense of a life-time. We would therefore respectfully urge upon the attention of all

interested in the cause of education the necessity of their influence in behalf of our public schools, believing in the principle that in conducting our schools there should be a due regard to economy, but not a spirit of penuriousness.

One circumstance which has contributed in no slight degree to the success and progress in the grammar schools, during this year, is the fact that there have been but few changes in the corps of teachers. With the exception of the resignation of one of the assistants in the Bowditch, and one teacher transferred, and the resignation of another assistant in the Pickering, no other changes have taken place. These vacancies were duly filled by appointments of teachers who were elected.

In the Phillips grammar, it was necessary at the beginning of this term to form a new class, as the number of scholars entering from the primary schools could not be otherwise provided for. A room in the third story of the Essex Block on St. Peter street was engaged for the accommodation of this class. This room, though elevated, light, and airy, is not so entirely adapted to school purposes as your Committee might wish. The scholars are obliged to occupy the public streets for a play-ground, there being no yard suitable for that purpose. There are now three fifth classes in this school: one in the Herbert-street building, another in the Phillips building, and another as stated in the Essex Block. It is apparent to every unprejudiced mind that this state of things should not longer exist. We would therefore again, as we have before, call the attention of the City Government to the urgent necessity of either erecting a new school-house or altering the present Phillips building in order to furnish proper accommodations for both the Phillips grammar and primary schools.

There have been introduced into the grammar grade during the present term reading recitations, which have been

conducted under the direction of the Superintendent. This new feature, although undertaken as an experiment, has proved a success, and meets with the approbation of the teachers. For the purpose of conducting these exercises, the Hall in the Bowditch school-house has been occupied. The object of these recitations is to accustom the scholars to public reading, and to cultivate a greater degree of independence than they would otherwise acquire in the school-room. It not only stimulates those who now excel in reading to improvement, but it has a tendency to remove that lack of confidence others have in themselves. It has been the practice to have the different schools meet for this purpose as often as practicable on those days when it would cause the least interference with the regular studies.

In text books, there has been no change during the past year. Some of the teachers have expressed a wish that the first classes might be furnished with additional reading matter, yet we have not thought it best to supply any new books, as the change made last year in favor of the books now in use was chiefly through the suggestions and recommendations of the teachers themselves.

We would call the special attention of the teachers to the matter of penmanship. Upon an examination of the specimens in the possession of the Superintendent, it is noticeable that the girls excel the boys in this branch. We do not refer to the cleanliness of the specimens, for in this respect they will all bear scrutiny, but we refer to the manner of the formation of the letters and the smoothness and evenness with which they are made. This leads us to inquire the cause of this difference, whether it is the fault of the teacher or the careless style of the writers. We are not inclined to attribute it to either, because we think other causes would account for it. It is a fact with which we are all familiar,

that boys are accustomed to more violent exercise while playing than girls, which has its effect upon the nervous system. Any one to write a smooth, even hand should be free from excitement. The teachers undoubtedly are mindful of this fact, but we give these hints for their consideration, as it is for them to determine what part of the day scholars should practice penmanship..

In closing this Report, we would express our sincere regret that one of our number recently resigned his position on this Board, and we have no hesitancy in testifying to the interest he always manifested in all questions pertaining to the welfare of our schools.

For details, we refer to the Superintendent's Report.

For the Committee,

CHARLES SEWALL,
Chairman.

REPORT OF THIRD VISITING COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 20, 1880.

We hail with pleasure the evidences of an awakened interest in our schools. The daily press has but reflected the sentiments of the public, that parents should know more of the schools where their children are being educated, that not only must the School Board be very carefully watched lest extraordinary outlays may be made, but the modes of teaching should be better known. Our schools need this supervision; an interest displayed by parents and friends will develop a *deeper* interest on the part of the pupils. It would be better that an over-zealousness should characterize our work than that apathy should prevail. When our citizens arouse to a sense of their duties and determine that no longer shall the schools be left to the sole care of superintendent, teacher, or committee, when the instruction room shall become as well known to the parent as is the nursery, then may we banish all anxious thoughts lest injustice or wrong be done, and know that all are working for a common end,—the improvement of our educational department. If incessant labor prevents continuous visits on the part of any parent, let the day's work of the child be discussed in

the home circle so that a bond of interest shall be established, reaching from the hearth-stone to the school room, uniting in one harmonious whole the teacher and the taught, the parent and the friend. Conversation with our teachers will develop the fact that children work with renewed vigor after a little home-talk concerning the lessons which have been assigned. Will not our parents realize the power lying in a sympathetic co-operation with their little ones, who need but a word of encouragement to pour out the griefs and joys of their school life? The primary schools which are under the immediate charge of this Committee have special claims on the public interest. The step from the nursery to the school room is a matter of consequence to the child who leaves a mother's care and accepts the guidance of a stranger as teacher. Do we realize the importance of securing for these lower rooms the most gentle, wise, and sympathetic teachers? The statement is frequently made that any young girl who has graduated from a Normal School is fitted to teach in any of our *primaries*, where an experience can be gained which shall prepare her for higher work. We desire to express our entire disapproval of such remarks, realizing as we do the necessity for exercising the greatest care, lest an irreparable injury be inflicted on the plastic minds and hearts of these little ones.

The past year has witnessed no radical change in text-books in our primary schools. In some, additional reading matter has been introduced, in order to give variety to the style of reading, and prevent the memorizing which is so apt to follow repeated practices of the same lesson. This call for supplementary matter is an urgent one; the child who can thus acquire a knowledge of general reading, showing an ability to master at sight any work fitted for his or her years, has accomplished more than has one, who, by

constant repetition is able to read selections from one particular book more fluently or even correctly. The use of Our World as a reading book, treating of geographical matters, has been productive of good results in some schools, especially since the abandonment of text-books in geography.

The good effects of the rule adopted early in the year, regulating the time of admission to the primary schools, is shown in the more uniform classification of the lowest rooms. With but few exceptions, and these admitted by the Sub-committee for special cause, the children have entered during the early days of April and September.

Our schools have suffered from cases of extended absence and repeated tardiness. Many of the former were due to the presence of some contagious disease in the house, and some of the latter seemed more the fault of the parent than of the child. We urge upon all the importance of punctualityin school duties. The careless, easy habit of remaining at home for slight cause, and the indifference to the hour of opening thus formed in early life, will surely affect the future lives of these children. With the active, earnest cooperation of parents, much of this evil will be abated. The school buildings have been wonderfully improved during the past season; comforts have been added, repairs made, and the surroundings brightened. For the details of these improvements, we refer to the Report of the Superintendent.

On March 8th, of the current year, the new Bertram School was formally dedicated and turned over to the Board. For two years this school, once located on Holly Street, has been scattered because of lack of accomodations. During this time the work of the school was seriously impaired, while children and teachers endured discomforts which caused a deep appreciation of the pleasant and com-

fortable house which has been provided for them by the City Council. A large audience availed themselves of the opportunity to be present at the opening exercises, which were of a very interesting nature, the following being their order:

Prayer, by Rev. J. P. Franks; Delivering of keys, by W. D. Dennis, Architect; Details, cost of building, &c., by Alderman Geo. R. Emmerton; Address by Robert S. Rantoul, Esq.; Remarks by His Honor, Mayor Oliver, and by Mr. Walton of Lawrence. The singing was by pupils from our schools.

Soon after the dedication, a change was made in the district limits, and a fourth room opened, which was placed in charge of Miss Kate E. Batchelder, who was transferred from the Prescott School for this purpose. The walls of the rooms have been enriched by thirteen beautiful pictures, presented by the gentleman for whom the school was named.

There seems to be a difficulty in properly lighting the rooms which is yet unsolved. The building faces the west, inside blinds being thereby rendered necessary for the protection of the children from the rays of the sun. In consequence of this, there is a lack of sufficient light in the morning and latter part of the afternoon, which must of necessity injuriously affect the eye-sight of the pupils. We would advise an examination of the basement of this building, in order that a better system of ventilation may be arranged.

We would again call the attention of the Executive Committee to the needs of the Lincoln School. Owing to the large expenditures on the Upham and other schools, nothing was done to provide the needed dressing-rooms in this building. In our Report of last year, the detailed needs of this

school were explained, and we trust that during the coming year they may receive merited attention.

In the Oliver School, there is need of a basement exit for the girls, upon the westerly end of the building. The teachers and pupils of this school were greatly pleased, on their return from the November vacation, to find suspended from the easterly wall of the Principal's room a beautiful engraving of our honored Mayor, whose name has ever been intimately connected with the building wherein he faithfully served as teacher of the English High School, more than fifty years since. This picture was presented by his daughters, and will ever be dear to those who may assemble within the walls of this Oliver School, so blessed in memories of former years.

At the Prescott School, considerable inconvenience is experienced from a depression in the concrete walk, where the boys form their line. This could be easily remedied, by the use of planks or by regrading this particular section.

The Pickman School was one of those passed by, during the summer vacation, though suffering for certain comforts. We would urge upon the Executive Committee attention to the needs of this school as detailed in the Report of last year. In addition to this, there is trouble arising from defective drainage of the land. The hill on the northerly side sheds its surplus water into the school-yard, from which no sufficient outlet is provided. In consequence of this evil, the yard is frequently flooded, seriously interfering with the convenience of teachers and pupils.

The hope expressed last year, of better accomodations for the Phillips Primary, failed of realization, because of a slight difference of opinion in the City Council regarding plans for alteration. We trust that the urgent needs of this school may be made so clear to the incoming Administration, that

immediate steps will be taken to furnish suitable accomodations.

There have been few changes in the corps of teachers, which is a cause for congratulation. Our teachers, as a class, give such general satisfaction, by their faithful performance of duties, that frequent changes are to be deprecated causing, as they do, a break in the regular work of the school.

In the Prescott School, the vacancy created by the transfer of Miss Kate E. Batchelder to the newly opened room at the Bertram was filled by the appointment of Miss Kate M. Gray. In the Carlton School, the resignation of Miss Patterson, in June, left a vacancy, which has been filled by the appointment of Miss Laurette P. Emerson.

At the Browne Primary, No. 1, the vacancy caused by the transfer of Miss Ada B. Pike to the Naumkeag School has been filled by the appointment of Miss Mary J. Bigelow. In September last, Miss Carrie Proctor of the Lincoln School resigned her position, to date Oct 2d, and Miss Abby B. Skinner was appointed to the vacant position ; but in the cases of the last three appointments, there is a probationary course to be completed before their names are submitted to the Board. This is in compliance with the ruling of the Committee on Nominations, who have the supervision of all appointments. In the Bentley Primary, Miss Sarah E. Honeycomb, owing to continued sickness, has performed no duty in school since last February, different substitutes having had charge of the room.*

In the early months of spring, the crowded condition of the third and fourth rooms of the Oliver School, and the fourth room of the Endicott School, necessitated additional

*Has now resigned.

teachers. The Board authorized the employment of assistants in these rooms, at salaries of twenty dollars per month. Misses Lizzie T. Lyon and Belle G. Hodgkins were appointed at the Oliver, and Miss Alice M. Jenks at the Endicott, where their services have proved invaluable in caring for the additional classes which were formed. Our limited accommodations in the Phillips Primary, where there are one hundred children in the lowest rooms with but two teachers to look after them, will necessitate a similar assistance, should the remodeling of the building be again postponed.

It is with pleasure that we note the growing custom of noticing the State and National Anniversaries with special exercises. Our schools are truly American, and every word or act which shall impress upon the minds of the children that they have a country worthy of their regard and pride will help annihilate all divisions of race or nationality, merging in one grand citizenship every inhabitant of our land of whatever age, race, sex, or condition. On the 100th anniversary of the adoption of the State Constitution, the Superintendent thoughtfully notified the teachers that special exercises would be in order for the day. These exercises were varied according to the interest and inclination of the teachers, but at ten o'clock in the morning the children of *all* the schools, assembled in their respective rooms, sang our national anthem, America. The remarks made by teachers and committee were in keeping with the spirit of patriotic devotion manifested during the early days of our history, while the beautiful and tasteful floral decorations appealed to the finer instincts of the pupils. The teachers of the Bertram School gave a reception to the parents and friends of their pupils during the month of May, the beneficial effects of which were noticeable in the bright faces of the participants and the renewed interest in their school

work. We would encourage all such occasional exercises, feeling sure that thereby a more perfect bond of union between home and school will be established. The placing of cabinets in many of the school-rooms, where are arranged the collections of the children, has awakened a desire for knowledge in the direction of natural productions which is intensely interesting and helpful. The presence of plants and pictures in a school-room tends to soften the rudeness of the boy and the levity of the girl, just as the gentle rebuke of a loved and respected teacher is more efficacious than a severe and loud-spoken command. Our teachers need to study the natures of the little children confided to their care, so faithfully and well that they will be able to understand the cause of unusual dereliction and apply the proper remedies.

In *one* of our primary schools, at least, a regularly organized system of relief is in operation, whereby the poorer children are quietly furnished with suitable clothing by those who have been blessed with greater abundance. The plan is one which must commend itself to all who realize how often it is that children are detained at home because of lack of suitable garments to protect them from the inclemency of the weather. If the parents and teachers will interest themselves in the movement, a large amount of good can undoubtedly be accomplished and many a hard working mother's heart made glad by the receipt of that which her child so sadly needs. This is but one side of the helpfulness, for, deeper than the happiness of the recipient, is that which shall come to the heart of the little giver, who is thus forming habits of unselfishness and generosity which may blossom into benefactions to mankind in later life.

At the assignment of Committees, in January last, we enjoyed the companionship of a lady whose interest, ability,

and conscientiousness assured us that we were to be highly favored during the coming year by sound advice and earnest co-operation. Soon after assuming charge of the Browne School, this lady, Mrs. Lurana N. Almy, was obliged to abandon all thought of active work, owing to the presence of a severe sickness, which terminated fatally on the fourth day of April. Although the term of her service with us had been short, and a painful illness had deprived us in those early days of needed counsel, yet the sympathetic chord which bound us had been so touched by her cheerful presence and uncomplaining life, that the upward step which carried her to a higher and dearer sphere of duty left us with a vacant place, which we felt could not easily be filled. The peculiar qualification of this gifted lady, for the work to which the citizens of the ward had called her, were such that a service numbered by days rather than months had sufficed to endear her to the teachers and pupils of the schools with which she was connected. In the change which has come to her family, whose lives have been made more beautiful by the clustered association of the home circle, we offer our heartfelt sympathy.

In June, Mr. Chas. M. Buffum was elected to fill the vacancy occasioned by Mrs. Almy's death, and was assigned to the Browne School.

For statistical information regarding the schools, we respectfully refer to the Report of the Superintendent.

For the Committee,

JOHN R. LAKEMAN,
Chairman.

REPORT OF COMMITTEE ON NAUMKEAG SCHOOL.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 20, 1880.

The migratory experience of this school, during the past year, has been peculiarly unfortunate for steady and progressive work. In our last Report, a recommendation was made looking toward the establishment of a large ungraded school, by consolidation of the Naumkeag and Browne Primaries. Although the School Board failed to see the wisdom of the proposition, yet we feel sure that in the future such a school will be established. When the City Council decides to make the necessary alterations and improvements in the Phillips School building, that located on Herbert street will be vacated, and, we trust, assigned to the Naumkeag for occupancy. This will give four good-sized rooms, conveniences to which we have been unaccustomed, and, for the first time in its history, a play-ground sufficient for the use of the pupils without trespassing upon the public streets. It is not difficult to foresee a grander sphere of usefulness, more abundant opportunities to reach a class which is not reached in our graded schools, and the ultimate successful establishment of a school where privileges will

be sought by parents from different portions of the city, whose children need special training in certain branches.

The discussion and recommendation of last year resulted in the call of our Principal, Miss Lucy W. Files, to the Bowditch Grammar School, where the work was more congenial and the days of rest more frequent. Miss Eliza J. Murphy succeeded to the vacant position, and the attendance had so largely increased that a temporary assistant teacher was allowed by the Board; Miss Caroline M. Littlefield receiving the appointment. A vacancy occurring in the corps of teachers at the Pickering Grammar School, the position was tendered Miss Murphy and by her accepted. Miss Littlefield also terminated her connection with the school at this time. Miss Ada B. Pike was next appointed Principal, having been transferred from the Browne Primary for this purpose, and Miss Sarah P. Clemons, assistant. In consideration of the fact that the school had changed, materially, since its formation, and that no harm could result from a change which would enable us to secure the services of suitable teachers to fill the vacant position, the Board granted the same vacations which are allowed the graded schools, and made the position of assistant a permanency. These teachers are at present in charge of the school, and faithfully performing the required duties.

The City Council, having decided to build a new hose-house on the site of our school-building, authority was obtained from the Board to locate in some suitable quarters until permanent accommodations could be secured. It is the earnest desire of this Committee that these should be found in the Herbert-street School, since no unoccupied rooms can be found which will furnish such conveniences and pleasant surroundings. From May until the close of the summer term, our school assembled in the vestry of the

Methodist Church, on Harbor street. During the long vacation, it was deemed advisable to remove the school into the hall on the third floor of Phœnix Building. Owing to a notice lately received, another move is rendered necessary, the society controlling the hall having use for it, during the day, after the first of January. During the Christmas vacation, we shall probably complete preparations for occupancy of the rooms on the corner of Central and Charter streets. This Committee would not advise any attempt to locate a portion of the school in the hall connected with the new hose-house on Lafayette street, for various reasons. There is not sufficient room for the whole school, which is liable to a large increase in attendance during the coming month, and a division of classes would interfere with the work which should be largely under the supervision of the Principal. The expense of furnishing the new hall, no provision for which is in the building contract, would more than pay the rental of the rooms about to be occupied for the remainder of the school year. In case of a division of the school, the Committee know of no suitable room which could be hired for the use of those who were excluded, at a lower rate than will be paid for these which are engaged. Either of these objections is of sufficient weight to influence the minds of the Committee while, in addition to these, they know that the *permanent* location of a school on the site once occupied by the Naumkeag, on Lafayette street, where the children, being obliged to play in the street, were more or less a cause of annoyance to the neighbors, would be ill advised, because of this and also lack of internal conveniences.

During the prevalence of the dread disease which, by the faithful management of the Board of Health, was prevented from becoming an epidemic, it was deemed advisable to

close the school for two weeks, as most of the children came from the infected locality.

The number of pupils at present belonging to the school is 55; the number attending since Sept. 6, is 80. During the months of spring and early summer, the attendance is very much greater, as at that time we receive a larger number from our manufacturing establishments.

The vacancy caused by the death of Mrs. Almy, whose sympathies had been deeply enlisted in the work of this school, was filled by the appointment of Mr. Chas. M. Buffum.

For the Committee,

JOHN R. LAKEMAN,
Chairman.

REPORT OF COMMITTEE ON EVENING SCHOOLS.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 20, 1880.

The Committee report that these schools were continued in operation from the date of the last Report until the first Monday in March, as required by the regulations.

There was a reduced attendance as the season progressed, as has been the case in previous years.

These schools were reopened Nov. 1, and have been continued to the present time.

Miss Margaret A. Dunn was appointed Principal of the Phillips, with Miss Annie V. Ward as first assistant, and Miss Charlotte M. Newton as Principal of the Girls' School.

There are at present four assistant teachers at the Phillips, and one at the Naumkeag.

The number of pupils recorded at the Phillips School is 149, with an average attendance of 83. At the Naumkeag, 53 are on record, and the average attendance is 25.

The small pox alarm and the attendant compulsory vaccination has affected injuriously the attendance, and the removal of the girls' school from South Salem to St. Peter Street has also had its effect in diminishing the attendance at that school.

school were explained, and we trust that during the coming year they may receive merited attention.

In the Oliver School, there is need of a basement exit for the girls, upon the westerly end of the building. The teachers and pupils of this school were greatly pleased, on their return from the November vacation, to find suspended from the easterly wall of the Principal's room a beautiful engraving of our honored Mayor, whose name has ever been intimately connected with the building wherein he faithfully served as teacher of the English High School, more than fifty years since. This picture was presented by his daughters, and will ever be dear to those who may assemble within the walls of this Oliver School, so blessed in memories of former years.

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The hope expressed last year, of better accomodations for the Phillips Primary, failed of realization, because of a slight difference of opinion in the City Council regarding plans for alteration. We trust that the urgent needs of this school may be made so clear to the incoming Administration, that

immediate steps will be taken to furnish suitable accomodations.

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In the early months of spring, the crowded condition of the third and fourth rooms of the Oliver School, and the fourth room of the Endicott School, necessitated additional

*Has now resigned.

teachers of the pieces which were to be sung, and the practicing by the scholars of those pieces as their regular musical work at its alloted time.

The scholars, as a whole, had never been brought together before and were entirely unaccustomed to singing in a large hall, and yet, in spite of these disadvantages, the rendering of their work was in such a manner as to draw forth hearty applause from their assembled friends, and win the commendation of persons competent to judge of music and its performance.

With regard to methods, they combine with the instruction and development of the musical faculty, so much that bears directly upon and coincides with other faculties of the mind and other intrumentalities which tend to the enlargement and deepening of human nature, that they are of themselves arguments and bulwarks in its support.

A brief indication of these methods is all of which this report admits: but if members of the Committee, or parents who feel doubt as to the wisdom and profit of this branch of our school work, or who feel any interest in the subject, would visit the schools, especially the primary branches or the lower classes in the Grammar Schools when the Supervisor is engaged in his operations, or when the regular teachers are conducting the musical exercise, we have no doubt whatever that their judgment will be that the study of the simple elements of music, as pursued with us, is capable of conferring benefits in directions of which the uninitiated are wholly unware. To the great mass of adults of the present day, written music is a dead letter. Its symbols are cabalistic, and convey no more to their intellectual apprehension than the hieroglyphics of a forgotten century.

The belief is very general, that a knowledge of the mean-

ing of those symbols, and the rules which govern their arrangement, is of benefit to those only who, by reason of their peculiar natural abilities, find their uses necessary and convenient. But, these characters of occult meaning to the unlearned, can, by skillful analysis and illustration, be brought within the comprehension of very youthful minds, and their study serve as an incentive to effort and a development of qualities which are needful in the prosecution of all studies.

In beginning with the youngest primary scholars, the teacher makes no use of what are known as musical notes, but, giving the children examples of sound, covering the third, fifth, and octave, they are exercised for a time upon those tones until they become familiar and easy. He then explains to them that the lowest sound that they give is called one, and places one upon the board as its symbol. The second sound which they give he calls three, and places it in turn upon the board. These are followed by others in their proper order.

With very little practice, they learn to give the sounds which the figures indicate, and these figures are then arranged in the form of a melody pleasing to the childish ear and which they learn with alacrity and to which they speedily attach words. By these gradual and extremely natural stages the pupil is drawn on, until, before he leaves the primary school, a staff is constructed, notes are placed upon it and he learns their significance relatively as to time, and that their place upon the staff indicates the tone to be given to each.

In all this, the strictest form of attention is needful on the part of the pupil, but so engaging is the exercise, care being taken not to prolong it beyond a limited time, that little difficulty is experienced in securing that attention.

With the advance in age and position of the pupil, other things are continually brought in to fill up the measure of his attainment, and as these additions are only given upon full explanation of their nature and uses and the pupils are during their progress continually called upon by verbal recitation and written statement to participate in the work, it is plain to be seen that in this study of a science, which is as exact in its requirements as mathematics itself, the pupils are cultivating the very powers which must be depended upon in any sphere to which they may hereafter be called.

We believe this to be no mere fancy, but a theory based on sounds principles, which will bear investigation and prove only the more satisfactory the better it is understood. In all this, we do not claim the ability to make, in the public schools, thorough vocalists, or to furnish all knowledge in musical science. We simply say, the time, labor, and cost devoted to this study is not wasted, that its pursuit is not an element of friction or loss; but that in proportion to the time given and the labor performed, the gain to the average pupil, in actual knowledge and in that general opening of the powers which is the only worthy result of educational methods, is as great as in any line of effort which school life provides.

JAS. DONALDSON,
MARY G. WARD, } *Committee.*
JAMES P. FRANKS,

REPORT OF THE COMMITTEE ON DRAWING.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 20, 1880.

In presenting their Annual Report, the Committee on Drawing are glad to be able to state that the special school under their charge is in a most flourishing condition, as evinced by the largely increased number of attentive and appreciative scholars (about 170) in attendance at the semi-weekly meetings of the school.

This Committee have in several previous reports expressed their regret that the attendance at the Mechanical branch of this school is not more appreciated by the artisans of our city than it is. They desire now to renew this expression of regret — feeling that this Mechanical branch of the drawing school is not appreciated as fully as it should be, by the large body of mechanics among our citizens. By a reduction in the number, and a re-arrangement of the teachers, a considerable reduction of expense has been effected.

The supervision of the school in both its branches is most thorough and efficient under the immediate and efficient charge of Messrs. Thyng and Dennis, with their able assistants.

O. W. HOLMES UPHAM,
J. P. FRANKS,
MARY G. WARD,
} Committee.

SUPERINTENDENT'S REPORT.

To the School Committee of Salem.

Ladies and Gentlemen:—It becomes my duty, under your rules, to report upon the work of the year, and to make such suggestions as experience dictates. This report is the fourteenth Annual Report of your Superintendent, and the eighth in the series prepared by me.

PHASES OF WORK.

It would be impossible within the limits of this document to set forth the whole, or perhaps the most valuable part, of the work of your Superintendent, or of any single teacher in the whole corps. Imagine some forty to fifty impressible children daily assembled in the schoolroom throughout the year, under the care and instruction of one teacher. Without the power of self-direction in the path of knowledge and with natural and implicit faith in the word and wisdom of their teacher, they are intrusted to her. She directs and moulds them. Unspeakably important trust! By what means and methods, are they led through this stage of their development? Who could recount all the details of this work? Little words, momentary looks, almost trivial decis-

ions, acts of patience, wisdom, and devotion,—each apparently transitory and inconsiderable, each unnoticed by the world, and yet all together constituting the teacher's part for the year,—imperishable work, endless influence. We may discuss the general principles which underlie all this; we may have our theories as to what the teacher should do and should be; but the record of her work never has been written and never will be written, except as it is expressed in the mental and spiritual characters of the young boys and girls who pass from under her hand to another's tuition.

Look over the whole system of schools, where three to four thousand pupils in some ninety schoolrooms are receiving impress for a life at least. Were this mass of young humanity gathered in a single edifice, the vast proportions of this structure and of this great congregation would almost overpower us with a sense of the magnitude of our work. People would not so much wonder at its cost, would not so much doubt its need of special qualified supervision, but would more justly appreciate the importance and the critical nature of the business of education. These pupils, on the contrary, at twenty points in the city, assemble from various directions. They come and go, almost unnoticed, and for a few moments only are they a spectacle of attraction and interest. They return to their homes, where the one, or the little group, tells some special, but perhaps not representative, circumstance of school life; and this is all that many people know about what our schools are doing for their children.

The growth of the child is so slow that even those who interest themselves in the daily lessons and have a generous appreciation of the teacher's part, fail to realize what is accomplished, save as they recall the past and put in comparison with it the present. Few relatively visit the schools; and few know in what respects they differ from the schools

that have been, or could suggest to us the means by which they are to become the ideal schools of a better age.

We visit a busy factory and marvel at the changes which modern invention has wrought. We can in part understand the superiority of the improved methods there, for this whirling machinery is before our eyes, with its speed, its great labor, its sensitiveness to any derangement. But the agent and the overseer are aware, from their inner acquaintance with all this complexity of movements and effects, that we see but little of what they see; and when they explain to us the mechanism and the tests they use, we begin to be conscious of the depth of our own ignorance of them. Here, we are shown a little lever whose regular working does what one man was formerly employed to do and does it better. In the schoolroom, there have been changes as wonderful and effective, but not so startlingly obvious. The change from the alphabet to the word method was an immense innovation, affecting the very character of the mind's action itself. The casual observer may happen to see that the new way is much more pleasurable to learner and to teacher than the old; but it takes both experience and philosophical insight to comprehend the whole measure of the improvement. The same may be said of hundreds of other innovations in school work. The machine shows you at a single revolution what the new advantage is; the improved method of teaching cannot display its results in an hour, or it shows only its superficial effects. Unless, then, you have the ability to penetrate into the secrets of mind and unerring law, you may turn away unconvinced and perhaps skeptical as to the value of the newer ways.

SUPERVISION.

The function of the Superintendent is that of an expert in

all these matters. He is first qualified for his work by actual experience. Then, by observation and study, he gets further preparation and skill. As no one inventor could have given to the world all the improved appliances of a single factory, so no teacher could arrive at all the improved methods which every school ought to possess, and which no one life would be so fertile and so long-sustained as to discover. Most of our improvements we must get from others, and we are happily-privileged indeed, if we add to the general stock a few of our own. Confined to the actual work of teaching, busy out of school with details necessary to the daily drill, and also needing rest, society, and opportunity for reading, the teacher can hardly be supposed to have that acquaintance with improved methods and the science of education generally which may be expected of one relieved of the routine of the schoolroom and thrown into the very work of observation and study of methods. It is one life-labor to execute with skillful hand; it is fully another to devise and organize, to see that execution is satisfactory, or to improve its quality, and to make sure that the different parts of the whole system of schools work in harmony, and are adapted to their several functions. Economy of management, whether it concerns a mental and spiritual or a material product, is essential, and the degree of its perfection bears a constant ratio to the excellence of its product. There must be division of labor, there must be incessant study for improvement, not only in the execution, but also in the general direction of affairs; and the wisdom of any corporate body is proven by the care that is taken to maintain or advance the standard of its products. In school-work, there is no perpetually correct machine in operation; but each fashioning of character is a new creation, or consists in a series of new creations. At every point, in every stage of the

work, there is possibility of failure, in consequence of flagging zeal, imperfect knowledge and care, or inadequate foresight.

Those who think the hours of the school session to be the limit of labor are uninformed as to the most patent facts in the case. The sense of responsibility and, as well, the problems of means and matters will be carried to the home, if the teacher and superintendent be true to their vocations, and will penetrate even dangerously far into holidays and vacations. These vacations, which are appointed for the relaxation and physical development of the pupils, are serviceable to the instructor, not merely for rest in a narrow sense, but for relieving the mind from the cramping effect of attention to nice details and for bringing it into broad sympathy with the applied thoughts of the age, to which the graduates of our schools are to belong. The teacher, as a creator of products of the highest art, needs renewal of power and inspiration.

I have thus suggested in brief some phases of the educational work which generally escape attention, and which cannot ever be fully portrayed. Of other things, some may be set forth in exact figures, as the statistics of attendance, promotions, and the like; but some must be stated in general terms.

PERSONAL DUTIES.

Feeling desirous to do the best that in me lies for the advancement of our schools, I have devoted myself without stint to the work committed to me. To this work, I have given all the regular school days, not only during the actual school hours, but also during many hours beyond this time. My office-hours have been so arranged as to fall outside of the school hours: when the grammar and primary schools

hold their morning session from 8 to 11 A. M., my office-hour has been from 11 to 12 of the forenoon, nominally, though usually extending to half past twelve and often to one o'clock; and, when the morning session begins at 9 A. M., my office-hour has been from 8 to 9 o'clock. Teachers' meetings have been held after school at night, beginning at 4.30 and usually not closing before 6 P. M. I have held as many of these as practicable, averaging some three a month, and should have held them still more frequently, had not other work prevented. My examination questions, except when interruptions by committee-work and demands upon my time by the patrons of our schools have required otherwise, have been prepared in the evening.

Holidays and vacations and some hours of most of my evenings have been given to school work. Last year, for the only time, my Thanksgiving vacation was passed in leisure; and the long vacation the past summer was wholly my own, very agreeably to me, of course, though not at my request. Last year, all but two weeks of the summer vacation were spent free from duty, though the relief from work was at my personal expense. The first of these summer vacations happening but a few weeks after I entered upon my office here, in 1873, I was absent from town at the suggestion of the Mayor, until about two weeks before the fall term began, he voluntarily taking upon himself the direction of necessary matters. During half of the other long vacations I have been upon duty here; and, on one or two of these occasions I should have been obliged, but for the generously proffered assistance of individual members of the Board, to attend constantly to school work during the whole time. Christmas vacations have been employed in directing the publication of the school Reports, or in preparation for the same, and in other official duties.

I mention these matters thus particularly, in order to inform those who may care to know the true circumstances. I would not have the appearance of counting my hours of work. In fact, it is my purpose to do my work fully, conscientiously, and efficiently, whether all my time or less may be required; and the proper test is not the number of hours employed, but the character of work performed.

My office-hours are busy ones. Among their details are consultations with members of the Board, with teachers, with parents, and with others interested in the schools. I have not turned away a complainant or an inquirer without giving the fullest attention to the cases presented, that in my judgment their merits demanded; and I enjoy the satisfaction of remembering that no one who has engaged in the consultation with patience equal to my own, has ever criticised me for want of courtesy or attention. At these hours, the Truant Officer renders me an account of his visits and his dealings with offenders, of all of which I make a full record.

Troublesome and negligent boys are sent to me at this time, that I may counsel, reprove, and help them. Of the number of these cases, and of the help I have afforded their teachers and them, I can form no estimate. This is also the time when supplies are usually delivered. Of the prolongation of these hours, through the necessities of the case, and of the amount of subsequent writing and other work entailed by them, no one but myself can appreciate.

Though committee-meetings are usually held in the evenings, much of the work consequent upon them must be done during the day. This is particularly true of the personal calls which I must make upon individual members of the

Board for authority or advice. I think that, under a better organization of affairs, there would be less need of these calls, and hence less infringement upon the time that should be devoted to the examination of the schools. All the time that remains, after imperative duties have received attention, is devoted to visits among the schools and personal efforts for their improvement. I would that this remainder of time were larger than it is; but, though I express this dissatisfaction, there are three points which I bear in mind.

First, the number of hours spent in visiting the schools is not the absolutely important point; but the main thing is the knowledge of the schools that I am able to have in mind and the influence that I can exert for their advancement. Secondly, it is a fact that so many schools as we have, whether they be under one form of organization or another, imperatively demand much besides official visits, and are helped much by these indirect means. Thirdly, I am conscious of the closest economy of time in my power, of a constant effort to make all interviews and other interrupting affairs as few and as short as possible, and of your favorable judgment as to the disposition of my time. Your Rules make it the absolute duty of every member of the Board, to confer with me and admonish me, if you have any reason to doubt my fidelity to the schools to which you are specially assigned; and, as no one of the Board has ever expressed the slightest dissatisfaction, I have the clearest assurance of your approbation.

Besides the repairs directed and supervised by the Inspector of Buildings, Mr. R. B. Gifford, during the last two summer vacations and the fall of 1879, I have attended to this line of duty. I have also given attention to the furnishing of supplies to the schools. This is an educational function, in the sense in which the supervision of repairs is

not so; for the kind of supplies necessary or desirable is determined by the character and methods of teaching. The supplies to which I allude are the tools of the teacher. To be informed, and to inform others of any improvement in these tools is a part of my duty, as much as it is to lend my influence to secure the improved work for which the tools are fitted; and, when any mode of teaching becomes obsolete, the appliances therefor should cease to be provided. Here is also scope for economy and foresight, that there be no accumulation of material likely soon to be abandoned as useless. The matter of the approval of bills is closely connected with these things, and is not in itself mere routine, but requires memory and care, as well as a good system.

To the duties of the Superintendent, as I am informed, is soon to be added the full clerical work required by this Board; or that is the probable outcome of the amendments to the City Ordinances. This change will certainly have one advantage,—namely, that the official records and documents of the Committee will be found at one office. And, in this connection, I may perhaps be excused for suggesting that every standing or otherwise important committee of the Board ought to provide for the keeping of a suitable permanent record. Such committees necessarily transact business that should not be left to the chances of memory and of divers interpretations. Should there be these changes in the matter of records, with the offset of the proposed transfer of schoolhouse repairs to another branch of the Government, some advantages would be gained. The writing-up of records can be done in evening hours, while the direction of repairs, occupying daytime necessarily, interferes more with school-work proper.

ORGANIZATION AND ECONOMY, SUGGESTED.

This line of thought brings us to another suggestion, which

I venture to make, in the interest of economy and efficiency of administration. The standing committees of the Board, whose function is supervisory merely, and who are not required to expend money in discharging their duties, are the three Visiting Committees and the Committee on Music. Besides these, there are the Executive Committee, the Committee on the Nomination of Teachers, the Committee on Drawing, and the Committee on the Naumkeag and Evening Schools.

These committees are obliged to expend money in the performance of their duties. The Executive Committee, in 1879, the figures of which year have been printed in the Report and are before me in detail, expended money, or reviewed the expenditure of money, for alterations and re pairs, salaries, apparatus, furniture, library and cabinet supplies, temporary or incidental supplies, books for indigent pupils, and for other items classed as miscellaneous. The Committee on Drawing, however, contract bills for some of these items; they fix the salary of teachers in the evening drawing schools and authorize the purchase of art materials and sometimes of furniture for those schools. The Committees on the Naumkeag and evening English schools must also supply certain materials, and the latter of these committees fix the salaries of the teachers employed in the evening schools. The Committee on the Nomination of Teachers need to expend money for the printing of examination questions and for advertising examinations. In 1879, the salaries in the drawing schools amounted to $1628; in the Naumkeag and evening English schools, to $1336.68. The balance of the moneys expended in 1879 was $78,111.94. It will be seen that the labor put upon the Executive Committee is very great. They are to consider a variety of matters, get authority from the Board to act upon them, make

the necessary appropriations of money, and approve all the bills. The Committee meet once a month for the approval of bills and the transaction of business; and one item of business—namely, the discussion and authorization of repairs—requires so much time, that this item and the approval of bills fill up the minutes of a quite long session.

One item of the work falling within their purview is the furnishing of supplies, a matter of great importance as determining to some extent the quality of work done by the schools. For example, whether or not supplementary reading shall be furnished, to what extent and in what classes; what globes, charts, and other apparatus shall be supplied; the times and methods of making these supplies, in a way so systematic that one school shall not be abundantly equipped, while another through the modesty of the teacher's requests shall be deficient; these are some of the points that require or should receive careful attention. It seems to me that it is too much to ask a committee already hard-worked to give to this matter of supplies the deliberate consideration that it merits. This work would most surely demand extra sessions of this committee. Besides, a committee which should have the department of supplies as its province would more easily keep this specialty in mind and have fully as active an interest in it; and this may be said, consistently with the highest commendation of the work of the Executive Committee.

May it not also be a fair question whether a distribution of powers and responsibilities may not be for the good of the whole Board? The several Visiting Committees are so appointed that each member shall be assigned to one of these committees and to some school. Such appointment is favorable to the interest of each member in the general work, and also throws a share of that

work upon each. Perhaps,—in part at least,—for the same reason, the prerogative of the 50-dollar expenditure is retained by the several Sub-committees. Now, suppose each member had a further share in the special duties and expenditures of the Board. The Executive Committee is composed of the two *ex-officio* and of three elected members. The Committee on Nominations is composed of five elected members; the Committee on Drawing, of three; and the Committees on the Naumkeag and the evening English schools, of three each. If no member of the Board had a place on any two or more committees, there would still be one elected member not appointed upon either of the standing committees just named. As it happens, with some members appointed upon more than one committee, there are five members who are not members of either of these standing committees. Now, if a Committee on Supplies were created, in addition to the benefits already mentioned, there would be the incidental advantage of enlisting in a good cause the useful powers of members who may be expected and ready to do equal service with any others. The Committees on Naumkeag and evening English schools may be combined into one committee of three members. If, then, a Committee on Supplies were created, to consist of one of the ex-officio members and four elected members, we should have what seems to be a fair distribution of powers and duties among the standing committees of this class.

Taking again the aggregate expenditure of 1879 as the basis, these several committees would have as their special appropriations the following sums:—Committee on Nominations, not over $100.00, for printing and advertising; Committee on Drawing, for salaries, advertising and printing, and art supplies and furniture, $2000.00; Committee on Naumkeag and evening English schools, for salaries, print-

ing and advertising, and materials, $2200.00; Executive Committee, for salaries, alterations, and repairs, $68,000; Committee on Supplies, $6800.00, for supplies of apparatus, fuel, furniture, books, and other items; and there would remain from the appropriation of $80,000.00, the sum of $900.00, equal to the sum of $50.00 for each elected member of the Board, which he might expend upon his own school, assign to a standing committee, or abstain from using, and thus constitute an item of surplus or unexpended balance.

This business advantage would follow from such a plan, —namely, that matters would receive due attention and be administered promptly and economically. These several committees might have their times of meeting, their records and their system of work. The Executive Committee might in advance require of them estimates of the amounts needed for the proposed work of the year, transmit these estimates with their own estimate to the Board for approval, and afterwards hold these committees within the limits of their several appropriations. So that, when the City Government should give, as it has very generously given, the full amount asked by the School Board as an annual appropriation, there would henceforth be, under all ordinary circumstances, no exceeding of that appropriation.

In all branches of our Government, it is necessary to forecast the liabilities of the year; the tax is levied accordingly; and then, if the branches exceed their appropriations, inconvenience and loss ensue. As the individual should keep his expenditures within his income, so should corporate bodies keep within the limits of their revenue. It is probably a source of regret to us each and all, that this Board should ever go beyond that limit; and some system is necessary, if we would guard against a repetition of this excess.

ANDREWS AND BROWNE FUNDS.

Besides the annual appropriation, the School Committee has now the use of the Andrews and Browne Funds. The former yields an income of $85.50 a year, which is expended for the purchase of books to be given to the graduating class of the High School. Having taught these youth how to read, and implanted a taste for literature, the City gives this expression of judgment that they ought now to read for themselves and ought to choose good books. This donation to them at the moment of leaving school, is highly proper and significant.

The Browne Fund is now set apart for the purchase of apparatus; and the past year, for the first time, has been devoted to this useful and suitable purpose. The income for 1879 was $200.00, which was not used that year. The amount received in 1880 is $240.00. Out of this sum, $440.00, there have been purchased, for the primary schools, Principals' rooms, 12 Monteith's Geographical Charts, and 12 U. S. Maps, Mitchell's, large size; for the grammar schools, lowest class, 9 Monteith's Charts; and for individual rooms, unsupplied hitherto, in primary and grammar schools, 6 Joslin's 10-inch Globes and 2 U. S. Maps, Mitchell's large size. The philosophical and chemical departments of the High School have been generously favored. Repairs have been made upon the air-pump, orrery, and other apparatus; and purchase has been made of pumps, condenser, Magdeburg Hemispheres, buoyancy and upward-pressure apparatus, water wheels, Atwood's machine, gyroscope, pyrometer, model eye, spectroscope, prisms, magnets, galvanometer, astatic needle, electric machine, bells and dischargers, telegraph receiver, helix, resistance fan, and hydrogen generator.

DOG-TAX.

In the same way, in which the Andrews and Browne Funds have been put under special control, as being designed for specific purposes and not intended to be covered into the Treasury with the money raised by taxation; so, according to law, the "dog-tax" should be used as a special item of revenue, designated for a specific use.

The "dog-tax," as it is classed under our nominal receipts, is a balance obtained in the following way: The license tax upon dogs is paid by their owners in the several cities and towns, and by prescribed method finds its way into the county treasury. At a given time, the amount paid by the county for damages done by dogs is deducted from the amount received from the license tax, and the balance left is paid back to the cities and towns in the county, in proportion to the amounts they had severally paid. The balance received back by our treasury yearly, has averaged $1468.00, during the past five years.

The statute of 1869, chapter 250, says of this balance,—"The money so refunded shall be expended for the support of public libraries or schools, in addition to the amount annually appropriated . . . . for those purposes." This statute is a substitute for a clause in sec. 12, ch. 130, Statutes of 1867, which allowed this balance to be expended in "payment of any city, town, or county expenses." It was reasoned last year, that, as the Andrews and Browne Funds were intended for specific purposes, it was not a suitable disposition of them to count them merely as so much general revenue for general use. The same fair deduction from the law of 1869 upon the "dog-tax," makes it unsuitable to treat that tax as general revenue to be used in meeting the ordinary expenses of government. Compliance with that law would seem to require that this tax shall be designated for

one of the purposes named in the statute, a public library, or some school expenditure not provided for by the ordinary appropriation. Probably, the choice of objects that this Board might make would influence the settlement of this question.

If we had a public library, or should soon have one, it would undoubtedly be agreeable to citizens interested in public education to see this balance of the "dog-tax" appropriated to the purchase of books for such a library. If a public library is not soon to be added to the facilities which our citizens enjoy, or until we have such an institution, may it not be wise for the School Committee to choose another object, which shall serve the educational welfare of our youth?

There are three such objects in my mind: the supply of proper apparatus for the schools; the increase of the Teachers' Library; and the purchase of books for the High and grammar schools.

Concerning the supply of apparatus, it may be well to note the following facts. For a long time, our schools had suffered for want of adequate apparatus to illustrate the branches taught. It was known from experience that the only mode of addressing the perceptive faculties, through whose true and lively action the other powers of the mind are most plentifully supplied with the best materials and stimulus, was to bring the object of study directly before the senses. If, through lack of the object, the perceptive faculties could not be addressed, then, in even our elementary teaching, we are forced to address the imagination, which itself needs the materials or products of perception to work upon, and which, if it should not have those percepts to use, will supply itself with ideas, often untrue or incongruous, always unreliable and not well obtained. In geography, for

example, where statements involve the true conceptions of forms of nature, the first steps should be the observation of as many of these forms themselves as possible, and of pictorial representations of the others. The study of geography, not based upon the study of nature and representations of nature —moulded clay, globe, pictorial chart, landscapes, and maps —is unthorough and has a vicious effect upon the mind.

Recently, we have been doing something to supply our deficiencies in apparatus. At the High School, a well-appointed chemical laboratory and now a well-furnished philosophical room are marks of progress. In the other schools, something commendable has been done. The statements concerning the use of the Browne Fund will show what has been done this year. Though much more is to be done to supply the schools as fully as is desirable, this supply ought to be gradual, that there may be no "embarrassment of riches," and the Browne Fund seems to be sufficient for the purpose, if systematically and judiciously administered.

TEACHERS' LIBRARY.

The claims of the Teachers' Library upon your regard, in the appropriation of any special revenue, lies in the fact that that library exists for the improvement of teachers and teaching, and hence for the benefit of the pupils. The Library Association was organized in April, 1876, and is composed of such of our teachers as are willing to pay two dollars a year for the advantages they get. A clause in the constitution provides against any private ownership, or the distribution of the library books among individual members, by making the library the property of the city, to be disposed of by the School Committee, in the event of the society's dissolution. As property of the city to this extent, and as serving the cause of the public schools directly, the

School Committee has from time to time purchased valuable reference books for it. For a like reason, the City Government furnished suitable cases for the preservation of its books.

It has been the purpose of the Association, as expressed in the acceptance of the book-cases just mentioned, to make this library the nucleus of a public library, or to make it one of the tributaries to such a library when properly organized. The books first bought were of the more strictly professional character, for the actual practical instruction of teachers. Books of a more general literary character have since been added; so that now, with a number of volumes approaching three hundred, it is of excellent quality for reference, and private reading and study. Money in its treasury is available for the purchase of other books, and the time of the annual assessment is near at hand.

Should the money, to which I have referred, be appropriated for this library and be expended under the direction of your Executive Committee, upon such conditions as you might annex, it would serve an excellent end in promoting higher qualifications among our teachers, and it might also be made useful to the pupils, at least in the High School and in the upper classes of the grammar schools. The advantage to the pupils here meant would be met by the purchase of such books as would be of special utility to them in the prosecution of their studies, or in the acquisition of a literary taste and of correct habits of reading. Lists of books appropriate for the purpose and suited to the age and capacities of pupils might be printed, and guided by these lists, under the advice and direction of their teachers, the pupils might be allowed access to the library.

The third possible use for the dog-tax money, to which I refer, is the purchase of sets of books as literature for the

grammar and High schools. This money might, indeed, be expended in part upon the Teachers' Library, and in part in the purchase of books for the schools themselves. I do not think that this money should be spent for "supplementary reading," technically so called; for, by that term we mean the books that are used in teaching children to read, and that is one of the ordinary functions of our schools. The application of this money that I am now advocating may be better understood, if I first explain the

WELLS-SCHOOL PLAN.

The Wells School, Boston, is located upon the corner of Blossom and McLean streets, north of Cambridge street, and within a few minutes' walk from the Boston station of the Eastern railroad. The pupils are girls, chiefly from the families of the middle and lower classes in life, as the phrases go. I use this language to indicate that, for the most part, they are not accustomed to an atmosphere of literary culture at home. Under the direction of their intelligent and efficient principal, Mr. Robert C. Metcalf, they have begun to enjoy the benefits of a plan, which is well designed to give them better tastes and better insight into true literature than many of the more privileged girls enjoy. The librarian of the Boston Public Library, Judge Chamberlain, co-operated with Mr. Metcalf in carrying out this plan.

The Public Library supplied this school with twenty-five copies of "A Summer in Leslie Goldthwaite's Life," by Mrs. A. D. T. Whitney, and the same number of George M. Towle's "Pizarro; his Adventures and Conquests," as a loan, the books to be returned at the end of the year to the Public Library. Mr. Metcalf had the books covered and then allowed the girls to take them home to read. Thursday afternoons, from three to four o'clock, the teacher held a dis-

cussion with his pupils upon the matter they had read,—some twenty to twenty-five pages being assigned each week. The hour taken for this discussion in the second and third classes was on Friday, between three and four o'clock; so that the principal could also see how the work was done there. The work was not attempted in classes below the third.

The plan of work was very carefully laid out by the principal, one particular of it being that the teachers should keep a weekly record of each pupil's reading at home. The teachers also prepared themselves very carefully for the discussion. At the hour appointed, the story was reproduced by the pupils, one at a time attempting to state it, and the others supplying any omissions that were observed; the characters were discussed, and the descriptions of places were made real.

"By simultaneous reading of the same book," says Librarian Chamberlain in his Report (Twenty-eighth Annual), "and by class examination in respect to what they read, these pupils, under the skillful teaching of their master, came finally to see, as they would be likely to learn in no other way, that every good story is a work of art, consisting of a plot in which the incidents should follow each other in such order and relation as properly to bring about the result; that the personages should act and talk consistently, and with reference to the result; and, finally, that style should be simple, clear, and appropriate, and the ornamentation just. They came to see that the true value and chief interest in novels consist in these very qualities, rather than in the sensational and exaggerated." In the prosecution of this plan, Mr. Metcalf very wisely laid restrictions to prevent any excess in the amount read at home, the exercise promoting quality in preference to quantity; and the usual

"home-lesson" was intermitted when the books were to be read. This plan was one of labor, rather than of play; but the girls enjoyed it.

The work of the school in other branches did not perceptibly suffer; but, if to some slight extent it may have suffered, yet, according to Mr. Metcalf's opinion, "the gain in other directions—especially in the use of language and the ability to grasp the thought from a printed page—far outweighed any seeming disadvantage. The gain in the history classes was very marked; so also in grammar." In another remark, he attributes to the same cause, a decided improvement in reading.

In eight months, the first three classes in the school had read "Leslie Goldthwaite" in the way described; the first and second classes had read "Pizarro"; and the first class had also read three cantos of the "Lady of the Lake." Mr. Metcalf further says, "I have no doubt whatever, that, with my class of children, this hour is by far the most valuable I give them. Companionship determines character,—companionship of individuals and of books. The former I cannot control; the latter is in my own hands, for the last three years of their school-life."

Notwithstanding the thorough use of these books for nearly a year, they were returned to the library in almost perfect condition, only one giving evidence of carelessness; and they go into another school this year, while other books take their places in the Wells School. This is in itself a good educational result, that books be carefully handled by their users. "The cost of the experiment," says the Librarian, "was less than fifty dollars. . . The plan, if adopted, will be adopted only by the best and most enterprising teachers; and even with the best will make its way slowly. But should it come to be generally adopted, against the expense,

however great, would stand this grand result: a community of readers, systematically educated in the public schools, not only to read, but to select the best books for their reading which a great public library offers. Then will the Public Library take its true place at the head of the educational system of the city, and as truly a part of it, not merely in name."

Our High-school teachers have felt the want of duplicate collections, like the above-named, of the authors used in English-literature studies.

Could the revenue under consideration be expended for such collections of books, returnable statedly to the central library, a comparatively small outlay of money might accomplish a superlatively large amount of good.

A PUBLIC LIBRARY.

On many accounts, including all the reasons above presented, a public library is a "consummation devoutly to be wished" in Salem. We have none to which our pupils may freely be sent. Each of our excellent libraries has its special mission. That special character, to say nothing of the cost of some, is a bar against their rendering the kind of help the schools desire to have. If these libraries could, by common consent, unite to form a good and ample public library, the next generation even more than the present would have cause for gratitude. Of the educational whole, the school is but one hemisphere; the public library is the other. The better our schools, and the more they do towards forming good taste and love of letters, the more is such a library needed.

It is not necessary that such a library should be free, in the sense of being supported wholly at public cost, or acces-

sible to every one without pecuniary condition. The first public library in the country, founded by Franklin in 1732 (year of Washington's birth), was a subscription library and was followed by others of like, or nearly similar, character; till, in 1800, there were twenty such libraries in the country. Of these, six were in Pennsylvania (four of them in Philadelphia); seven in Massachusetts,—four in Boston and one each in Salem, Leominster, and Hingham; three in South Carolina; and one each in New York, Newport, Providence, and Portland. There were also eight college libraries, Harvard having the oldest of any kind in the country.

The public subscription libraries were of general public benefit, and served also the cause of national independence, according to Franklin's account: "These libraries have improved the general conversation of the Americans, made the common tradesmen and farmers as intelligent as most gentlemen from other countries, and perhaps have contributed in some degree to the stand so generally made throughout the colonies in defence of their privileges."

The Boston Public Library, founded in 1852, now containing 378,000 volumes, is a magnificent example of a wholly free public library. The Springfield City Library of 43,000 volumes is next in size, among public libraries in the Commonwealth. This library is largely supported by the city, though a corporate institution with a nominal subscription fee. The St. Louis Public-School Library, a little larger than that at Springfield, is of a still different type. It is a subscription library, but is maintained chiefly by appropriations made annually by the School Board. It is wholly under the control and direction of those who are or have been connected with the public schools of St. Louis. Of its Trustees, four are the President of the School Board, the

Superintendent of Schools, and the Principals of the High and Normal Schools.

These various institutions have certain disadvantages, as well as their special advantages, due to their form of organization; and, from the satisfactory character of their workings on the whole, they prove it to be an open question whether a public library should be wholly free or conducted upon the subscription basis. That plan would be best for us which should be at once possible and efficient, and which should, so far as possible, unite excellent existing libraries under one management, and so give us a strong and useful public library.

All of the cities in the state have their public libraries, save Salem only; fifteen of them are conducted on the free, and three on the subscription basis. Of the 325 towns, 144 have libraries: 117 free, 27 subscription, libraries. To us, in Salem, in order to make our schools more beneficial to the pupils, and to perpetuate the work of the schools in the future of their graduates, it is "devoutly to be wished" that we have a public library of some kind, without long delay. This matter has been much advocated in the past; and, of late, there has seemed to be a promise that this important provision for the public good is to be something more real than a dream of the philanthropist.

INDUSTRIAL EDUCATION.

Another desirable accessory of the public schools for mental training is the industrial school. It is not philosophical to divide education for the mind and for the body by a point of time, and to cause the one kind of training to be completed before the other is begun. We are supposed to have the youth of the community under our charge until they are ready to enter the world of business. We provide for their

intellectual training; we endeavor to give that education a practical tone and direction; and we do much to train the eye and hand and to inculcate careful and methodical habits. Yet, all this is upon the intellectual side of culture; we are doing little to bring the physical powers into activity and to develop aptitude and skill in the use of them. During the years at school, however, that season begins when muscle must be brought into subjection to mind, and when thought tends to express itself in material creations. This is the moment which should be seized upon for the preliminary training in artisanship.

The question I suggest has, of late years, pressed itself much upon the attention of those interested in the proper development of the child. There have been two sides to the discussion of this question; because the advocates of this special form of training have gone to quite an extreme. We need not go to the extreme; it is not a public duty to make any kind of artisans. The Russian system of physical or mechanical training is based upon facts: namely, that in all work upon wood or iron, certain tools are used, whatever the product of manufacture, and that it is valuable to all men, and women too, to understand something concerning the use of tools.

Our pupils in the future may not reside in the city. They may enter upon life in the country; they may go to distant parts of our land; and, wherever they are to dwell, some elementary acquaintance with the use of tools may be fully as advantageous to them as other acquisitions which we make parts of our school work.

The means for this sort of training are simple, and may be expensive or inexpensive according to the choice of those in control. At the Institute of Technology, some thousands of dollars have been expended in fitting up work-rooms for

manipulating wood and iron, so as to give a most thorough training in the use of all the common tools of the artisan. The training is general, having no particular reference to a special trade, or to the manufacture of any product but intelligence and skill. At Gloucester, on the other hand, the School Committee have established a little school in carpentry, with benches and sets of tools, where boys and girls learn the elements of working in wood,—how to measure, divide, square, shape, join, etc. The expense of such a school is from $200 upwards, according to the amount attempted. One or two out-of-school hours each week would suffice for time; a regular employee of the City could, perhaps, give the instruction; and the material, being worked over and over in the various processes, costs little in the aggregate.

One advantage to the public of such training, I have named; another is the greater respect for skilled workmanship that would be inculcated, counterbalancing the almost exclusive bias of our present system of education towards professional employment; another is the healthy reaction of the two kinds of training upon each other; still another, is the practical application which would be made of our instruction in drawing. The study of drawing would itself feel the spur. Such is the relation between the study of drawing and artisanship that our Committee on Drawing may feel this subject to be worthy of their consideration.

It is my opinion that part of the money spent upon our drawing school might profitably be diverted to general industrial training. Our Mechanical Drawing School has been, in some respects, a failure for the past few years; not on account of lack of provision by our Committee, but through lack of members. Last year, two teachers were engaged; but the largest attendance was but 15, and the average

attendance much less. This year, it is not what it should be. The Committee are obliged by law to maintain a drawing school, and this is wise; our drawing schools have done much good. It is not necessary, however, to use the public money for the teaching of high art, which could be pursued in our fine art hall by those interested, without cost to the city; nor need our day-school pupils, who receive instruction in drawing in the day schools, have evening instruction also afforded them. Why may not part of the cost of our drawing schools be put to more practical ends? Were the pupils in our Mechanical Drawing School, whether they be day-employees in carpentry, tinwork, or ironwork, to have opportunity to draw from a piece of mechanism or its parts, and then to apply their drawings to wood, tin, or iron, at school or elsewhere, would not their interest increase and their knowledge be doubled?

And for girls, especially for domestics and the laboring class, might not instruction in sewing, cutting, etc., which finds no convenient place in school-time, be given in connection with the evening schools? If the evening is an unsuitable time, on account of the kind of light required, some convenient afternoon hour might be had for a session.

For the establishment of a modest industrial school, it may be thought the public moneys ought not to be used. We cannot expect the public moneys to do everything, even where clearly seen to be of public advantage. Perhaps, however, by judicious effort, private citizens could be so much interested in the establishment of such a school as to furnish it with the necessary endowment.

I have devoted much space to suggestions; for it has seemed to me that our school system is capable of great improvement in the directions I have indicated.

CONDITION OF THE SCHOOLS.

I proceed to an account of the work done in our schools the past year and the condition of the several branches of study. The several Visiting Committees will enumerate the changes in the corps of teachers, and I will not repeat them.

Teachers. First in importance is the kind of teacher to be employed. In the creation of a Committee on Nominations, you have recognized this fact. The appointment of teachers being a business matter, fully as much as the approval of bills and the direction of repairs, you have selected for the former business a Standing Committee, as well as for the latter. The basis of action taken by this Committee is that the selection of a teacher is not a question of patronage, of individual preference, of charity, or of favor; but a matter affecting the children who are to be taught,—a matter, the extent of whose influence neither days nor perhaps years can measure.

The teacher should possess three qualifications: character, scholarship, and power,—each in the highest excellence possible. Would we commit our own children to the daily care of such or such a one, to her companionship and moulding influence? If not, then how could we dare entrust to her charge the children of other people? Even with high character and scholarship, power is essential; power is essential because of them. An impress should be made. One who possesses this requisite, power, will imbue pupils with the spirit of study, will control them with little resort to artificial means, and will ennoble the office of teacher. One who does not possess power always works harder than the pupils,—works in order to get work from them,—the friction of the gear wastes more than the fabric itself would consume. When whippings, scoldings, detention, copying of

words, and such expedients are common in a school, they denote absence of power.

It is a pleasure to me to note the fact that many of our teachers possess these cardinal qualifications. There is also among them a commendable spirit of desire to learn, which is itself a mark of efficiency. During the past year, some have organized a Teachers' Philosophical Society; many help support and use the Teachers' Library; some have taken private lessons in elocution, French, and other studies; many have spent time in visiting other schools in quest of better ways; and a large proportion show an eagerness to improve, even when they have not the desire or ability to spend time and money in self-improvement.

Studies. The standing of the schools, as indicated by the written examinations, seems to be well maintained. By means of these examinations, we endeavor to cultivate accuracy of statement and self-reliance. We have multiplied our efforts to free them from disturbing influences, and to allow such additional trial of tests, as to exhibit the scholarship of the pupil with fairness. We have also adopted the plan of putting on record extra credits for neatness of work, and, in grades where rapidity of work is an element of training, extra credits for such rapidity. In all these cases, the percentage recorded as the mark of the pupil's scholarship is based upon actual scholarship, so far as we can test it, unmodified by the incidental circumstances just mentioned. It would be well, in future, to have a system of extra credits for diligence of application, in order that all degrees of merit may have due consideration in the promotions. The judgment of the teacher as to the capacity of his pupils is also a matter which we customarily discuss.

It is our aim to have no iron-bound system, but a generous regard for the welfare of individual, as well as class.

To this end, it has for some time been our custom to promote pupils, who may not, after remaining two years in any grade, have been able to accomplish the work of that grade in a thoroughly creditable manner. Your vote within the past year is a formal endorsement of that plan.

The schools, through the intelligence and fidelity of the teachers, maintain as a general rule the previous good standing in freehand drawing. In penmanship, there is a perceptible improvement. The exhibition, at which, in connection with a display of drawings, the handwriting of the pupils at the beginning and the end of the year was shown, gave evidence of this improvement. These specimens of penmanship, in bound volumes, for some years past have been kept in my office, where I shall be glad to show them to any members of this Board and to any citizens who may wish to prove the fact that our schools are doing better work in that branch than the schools of a quarter-century ago. We begin the teaching of this art in the very lowest class of the primaries, as soon as the little children have occasion to form words to read.

Spelling is learned by oral and written exercises upon the words used by the scholars. As the vocabulary of each class or individual is determined by his own experience in study, a universal spelling-book is unphilosophical. We require attention to the spelling as well as to the meaning of words; both of these things are involved in learning the word. Hence, though drill upon words difficult in orthography and upon those that the class frequently misspell, is included in our plan, yet we cannot expect that perfection in each spelling exercise in the lower grades which would be attained were a few words to be singled out for memorizing and all the rest to be neglected. We should be content, therefore, to modify our expectations and our standard; but,

as a practical fact, the percentage in spelling under this system remains as high as that in any other branch. We are, moreover, laying the foundations for the critical observation of words, which makes correct spelling a matter of intuition or of habit.

In geography and history, there has been improvement as to the first steps in these branches. We have something more to accomplish in the methods of instruction in these studies.

In arithmetic, we have made a change the past year in the work of the fourth, or next-to-the-lowest, grammar class. The lowest class reviews the fundamental rules which are begun in the primary schools, and, with more difficult problems, strives after greater facility of execution and better understanding of principles. The next year, we endeavor to have the work under the same rules done with great accuracy and with increased rapidity. We believe that we shall thus lay a better foundation for the higher processes of arithmetic.

In language, or grammar, it has been our attempt to make technical rules subservient to practice; to teach the correct use of language through the practice of it, rather than through theory and mere explanations; and yet, of course, we must use the laws of our language as helps to correct usage, being careful to take them up at the proper stage of progress. I hope, in this branch, by an improved system of conversation-work and practice in all the grades, to encourage an advancement in quality and quantity, to make this study more helpful in cultivating the powers of thought and correct expression.

To the art of reading, we have in recent years given special attention; and the results of this work have begun to make themselves manifest. It is strikingly apparent, that

the classes this year admitted from the primary to the grammar schools, have gained a degree of excellence that has been heretofore uncommon. For this, we must express due praise to the Principals and assistants in the primary schools. The grammar-school teachers will carry the work forward successfully.

With the aid of these teachers, I have recently held in Bowditch Hall rehearsals of all grammar classes, and propose to continue this practice during the remainder of the year. The exhibition in reading and music, at the end of the last school-year, gave pleasure to a large audience of citizens assembled in the Bowditch Hall. The desire was manifest on the part of those who listened, and the intention was expressed by the Committee, to hold similar exhibitions in future. In this way, will be evident the gain which the classes make in so important arts. The work done by the teacher of music, Mr. Brown, is bearing good fruit. The kindred art of reading is improved by means of the cultivation of music.

Reading, to be good, must give pleasure. The eye catches the words upon the printed or written page; the intellect interprets, and emotion is awakened. This is the mental part of reading. For training the eye to rapid and correct action, for developing exactness and facility in the intellectual operations, and making the emotions responsive and self-asserting, we multiply the amount of reading-matter adapted to the capacities of children, we give abundance of exercise to call out and cultivate those faculties. Reading has, no less truly, a physical or vocal side to be disciplined. However fine the conception formed by the intellect and addressed to the sensibilities, if the voice performs its part in a rough, untrained way, there is loss of pleasure to the listener. Every word should be enunciated

distinctly, unclipped, with pure and resonant tone. Inflections should rise and fall, and cadences occur, in harmony with the sentiment.

This matter should receive due attention at the very outset, in the first learning of words, and be emphasized at every subsequent stage, according to a well-adjusted system of teaching. The teacher ought, certainly at the beginning of this training, to be a good model for imitation; and to be such, requires daily study and practice. If every teacher would read aloud fifteen minutes each day, with special reference to quality of utterance, his pupils would gain therefrom a noticeable advantage. In all this reference to elocution, I advocate not the artistic or professional style, but simply so much of method as is necessary for a clear and graceful delivery.

I call the attention of the members of this Committee to what the primary teachers are doing by interesting the children in collecting cabinet specimens in natural history. The effect will be to quicken the observing powers and open the minds of the little ones to the beauties and curiosities of nature all about them. The time must come when this work shall be carried up into the higher grades, with more completeness of design than is possible at first.

In conclusion, I must add that, although there is great encouragement to us in the fact that our schools have been quietly but surely growing better, yet many defects are still observable to the practiced eye. The unskillful may ask why these defects remain. We answer, that true progress is gradual; and it is because improvement has been made, that still other defects are caused to appear.

I wish to acknowledge the favorable regard which has been bestowed upon my share of our work by those who have been in the way to observe it. The members of this

Board, the teachers, pupils, and many cordial friends, are entitled to my gratitude and esteem. I must also express my appreciation of the services so ably and so generously given to the cause of education by many of the best citizens of Salem, in their connection with this Board. If those services are not always properly appreciated by the people, it is not possible to regret that they have been rendered; for they are "treasure laid up," added to the perpetual good which the people shall enjoy.

Respectfully submitted,

AUGUSTUS D. SMALL,
Superintendent.

SALEM, MASS., Dec. 20, 1880.

APPENDIX.

I. Census of children, 5 to 15 years old, taken in May, for the past five years:—

	1876.	1877.	1878.	1879.	1880.
Whole number of such,	4430	4460	4576	4673	4862
Number of same, at school,	3772	3771	3878	4050	4114
Number of same, not there,	658	689	698	623	748

(N. B. Most of these non-attendants are every year ascertained to be children under 8 years of age, or invalids.)

II. Enrolment of children at public and private day-schools and colleges, as ascertained by May census, the past five years:—

	1876.	1877.	1878	1879.	1880.
Number of such, over 15 years old,	395	434	453	305	137
Whole number, at school,	4167	4205	4331	4355	4251
Number, then in private schools,	725	773	927	1040	1210
Number, then in public schools,	3442	3432	3404	3315	3040

(N. B. Of the 1210 in private institutions, 67 are in colleges, normal schools, etc.; 884 in catholic schools of the city; 183 are under private tuition; 45 are in asylums, charitable; and 31 in reformatory institutions.)

attendance much less. This year, it is not what it should be. The Committee are obliged by law to maintain a drawing school, and this is wise; our drawing schools have done much good. It is not necessary, however, to use the public money for the teaching of high art, which could be pursued in our fine art hall by those interested, without cost to the city; nor need our day-school pupils, who receive instruction in drawing in the day schools, have evening instruction also afforded them. Why may not part of the cost of our drawing schools be put to more practical ends? Were the pupils in our Mechanical Drawing School, whether they be day-employees in carpentry, tinwork, or ironwork, to have opportunity to draw from a piece of mechanism or its parts, and then to apply their drawings to wood, tin, or iron, at school or elsewhere, would not their interest increase and their knowledge be doubled?

And for girls, especially for domestics and the laboring class, might not instruction in sewing, cutting, etc., which finds no convenient place in school-time, be given in connection with the evening schools? If the evening is an unsuitable time, on account of the kind of light required, some convenient afternoon hour might be had for a session.

For the establishment of a modest industrial school, it may be thought the public moneys ought not to be used. We cannot expect the public moneys to do everything, even where clearly seen to be of public advantage. Perhaps, however, by judicious effort, private citizens could be so much interested in the establishment of such a school as to furnish it with the necessary endowment.

I have devoted much space to suggestions; for it has seemed to me that our school system is capable of great improvement in the directions I have indicated.

Primary Schools. Class	1,	16		7	5	10			
	2,	14	8	6	8	9	4		
	3,	14	1	5	7	7	10		
	4,	13	3	4		6	4		
Naumkeag School,		15		8		12	8		

VI. Number of graduations, or promotions to higher schools, in July 1880:—

Primary Schools: Boys, 191; Girls, 124; Total, 315.

Bentley, 24; Bertram, 25; Browne, I, 19; Browne, II, 18; Carlton, 29; Endicott, 27; Lincoln, 28; Oliver, 34; Phillips, 34; Pickman, 14; Prescott, 32; Upham, 31.

Grammar Schools: Boys, 38; Girls, 44; Total, 82.

Bentley, 10; Bowditch, 24; Phillips, 14; Pickering, 17; Saltonstall, 17.

High School: Boys, 14; Girls, 10; Total, 24.

Number in High School, above the Junior Class, fitting for college: Boys, 22; Girls, 1; Total, 23.

VII. Candidate-teachers employed as substitutes, or teachers on probation, during the year past, 1879-80. Those who have been elected to permanent places are designated by italics:—

Lizzie M. Balcomb, Mary J. Bigelow, Margaret S. Bole, *Harriet D. Bowen*, Ella M. Cressey, Laurette P. Emerson, *Kate M. Gray*, Eliza G. Hill, Belle G. Hodgkins (helper), Alice M. Jenks (helper), Lizzie P. Knight, Caroline N. Littlefield, Lizzie T. Lyon (helper), Charlotte M. Newton, Mary E. Rowley, Abby B. Skinner, Annie V. Ward.

VIII. Account of service of Truant Officer, for the school year, 1879-80:

Visits to schools, 1821; attendance at court, five times; attendance at school exhibitions, one-half day; attendance

at evening schools, term 1879-80, a portion of the time; inspection of factories, etc., 4 half-days, besides 7 visits of shorter duration; reports to Superintendent, every office-hour; calls on families, concerning pupils, to make inquiry or report information,—numerous.

Cases of absenteeism, not truancy, investigated, 2703; cases of truancy discovered, 450; truants dealt with, 249. These three numbers, for 1877-8, were, respectively: 1758; 387; and 225. For 1878-9, they were: 2097; 370; and 211.

Of the 249 truants dealt with the past year, 10 were girls: in grammar schools, 3; in primary schools, 7;—in the girls' grammar school, 2; in the girls' primary school, 3; the remaining 5 in the seventeen mixed schools.

IX. Rates of tuition for non-resident pupils, to be paid semi-annually in advance,—*i. e.*, before pupils are permitted to receive instruction for the term:—

High School,	$50.00	per year;	$25.00	each	payment.	
Grammar Schools,	30.00	" "	15.00	"	"	
Primary Schools,	20.00	" "	10.00	"	"	

X.—STATISTICS.

TABLES A AND B.

A.—STATISTICS, FROM SEPTEMBER, 1879, TO JULY, 1880.

SCHOOL.	NUMBERS ENROLLED.								AVERAGE DAILY BELONGING.								AVERAGE DAILY ATTENDANCE.							
	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.
			I	II	III	IV	V				I	II	III	IV	V				I	II	III	IV	V	
High	—	—	26	32	46	72	—	176	—	—	25	29	41	67	—	162	—	—	24	28	40	66	—	158
GRAMMAR:																								
Bentley	—	197	16	28	49	45	59	197	—	175	15	25	43	40	52	175	—	146	13	22	36	33	42	146
Bowditch	313	167	49	58	99	113	161	480	276	144	42	53	87	94	144	420	242	128	39	47	76	83	125	370
Phillips	231	—	17	27	47	52	88	231	203	—	15	20	43	47	78	203	187	—	14	19	40	43	71	187
Pickering	92	81	24	27	36	42	44	173	88	76	22	25	34	39	44	164	82	70	20	24	32	36	40	152
Saltonstall	165	128	33	36	40	75	109	293	143	114	31	33	38	66	89	257	133	103	29	31	35	59	82	236
Total, Gram.	801	573	139	176	271	327	461	1,374	710	509	125	156	245	286	407	1,219	644	447	115	143	219	254	360	1,091
PRIMARY:																								
Bentley	—	180	39	47	46	48	—	180	—	154	36	41	39	38	—	154	—	103	29	32	24	18	—	103
Bertram	85	72	33	39	40	45	—	157	57	51	27	25	27	29	—	108	47	40	23	22	21	21	—	87
Browne, I.	117	37	23	43	34	54	—	154	101	35	23	32	34	47	—	136	80	26	21	24	27	34	—	106
Browne, II.	99	57	22	46	32	56	—	156	90	45	31	31	31	42	—	135	68	36	26	25	24	29	—	104
Carlton	97	58	30	38	35	52	—	155	102	57	32	42	38	47	—	159	79	42	28	33	28	32	—	121
Endicott	148	77	41	51	51	82	—	225	123	60	36	40	41	66	—	183	95	42	29	33	32	43	—	137
Lincoln	137	72	40	50	55	64	—	209	124	56	35	43	48	54	—	180	102	47	31	37	40	41	—	149
Oliver	159	116	41	47	62	125	—	275	135	90	39	43	52	91	—	225	114	72	36	38	40	72	—	186
Phillips	247	—	49	48	45	105	—	247	217	—	45	43	43	86	—	217	183	—	41	38	37	67	—	183
Pickman	76	48	22	31	36	35	—	124	64	29	19	23	23	28	—	93	51	23	17	17	19	21	—	74
Prescott	119	47	32	37	35	62	—	166	111	45	32	36	34	54	—	156	94	36	29	31	28	42	—	130
Upham	97	77	32	39	41	62	—	174	83	66	32	32	36	49	—	149	72	53	30	28	31	36	—	125
Total, Primary	1,381	841	404	516	512	790	—	2,222	1,207	688	387	431	446	631	—	1,895	985	520	340	358	351	456	—	1,505
Naumkeag	116	6	—	—	—	—	—	122	41	3	—	—	—	—	—	44	29	1	—	—	—	—	—	30
Total, Schools	—	—	—	—	—	—	—	3,894	—	—	—	—	—	—	—	3,320	—	—	—	—	—	—	—	2,784

B.—STATISTICS, SUPPLEMENTARY.

SCHOOL.	Per cent. attendance, 1879-80.	Average No. of pupils taught by each teacher	Cases of Tardiness, 1879-80.	Half-days of Truancy, 1879-80.	Cases of Corporal Punishment.	Half-days' absence of Teachers, 1879-80.	Half-days' employment of Substitutes.	Teachers, School year, 1879-80.	Of same, No. of Normal School Graduates.	No. of Teachers, Dec. 1880.	Study Rooms.	NUMBER OF SITTINGS, BY CLASSES. I	II	III	IV	V	Total	BUILDINGS AND LOTS. Erected.	Remodeled.	Valuation.	Size of Lots in Square Feet.
High	98	20	294	19	0	21	10	8	3	7	2	—	—	—	—	—	224	1855	1871	$20,000	12,104
GRAMMAR:																					
Bentley	83	36	146	0	1	25	13	4	0	4	4	47	—	48	48	48	191	1861	—	$30,000	19,450
Bowditch	88	41	1,060	226	296	130	129	9	7	9	9	43	49	98	98	147	435	1870	—	85,000	24,200
Phillips	92	37	204	50	85	19	8	5	3	6	5	42	—	49	49	93	233	1869	—	15,000	18,000
Pickering	93	38	214	18	28	180	171	4	2	4	4	49	—	49	49	51	198	1862	—	20,000	16,000
Saltonstall	92	30	123	27	57	19	0	8	6	7	8	48	48	48	96	144	384	1874	—	16,000	20,040
Total, Gram.	90	36	1,877	321	467	373	321	30	18	30	30	229	97	292	340	483	1,441	—	—	$166,000	97,690
PRIMARY:																					
Bentley	67	26	708	10	3	249	232	4	2	4	4	52	56	48	48	—	204	—	—	—	—
Bertram	81	25	214	3	8	0	0	*3	3	4	4	48	48	48	48	—	192	1879	—	$13,030	20,300
Browne, I.	78	27	375	34	89	27	26	4	3	4	4	48	48	56	54	—	206	1847	1870	20,000	12,975
Browne, II.	77	26	407	55	62	65	48	4	3	4	4	49	49	48	54	—	200	—	—	—	—
Carlton	76	30	550	17	6	30	25	4	1	4	4	50	49	49	56	—	204	1875	—	10,000	18,085
Endicott	75	34	742	71	123	38	19	4	1	4	4	46	56	56	56	—	214	1869	—	16,000	11,740
Lincoln	83	37	370	6	21	17	10	4	4	4	4	48	48	48	48	—	192	1851	—	6,000	6,700
Oliver	83	37	835	10	22	26	19	5	3	5	5	42	45	48	97	—	232	1818	1878	15,000	10,890
Phillips	84	37	731	56	70	69	58	5	3	5	5	50	52	55	105	—	262	1841	—	20,000	18,000
Pickman	80	19	486	18	49	97	75	4	3	4	4	48	54	54	54	—	210	1872	—	9,000	15,380
Prescott	83	33	433	23	41	16	15	4	3	4	4	50	50	50	60	—	210	1871	—	10,000	12,357
Upham	84	31	350	10	43	112	110	4	1	4	4	44	44	44	59	—	191	1851	—	13,000	24,100
Total, Primary	79	30	6,234	313	537	746	637	49	30	50	50	575	599	604	739	—	2,517	—	—	$132,030	150,527
Nanmkeag	69	35	319	31	15	4	4	2	2	2	0	—	—	—	—	—	0	—	—	—	—
Total, Schools	84	31	8,724	684	1,019	1,144	972	89	53	89	82	—	—	—	—	—	4,182	—	—	$318,030	260,321 Nearly 6 acres.

* 1st term; 4, the 2d term.

distinctly, unclipped, with pure and resonant tone. Inflections should rise and fall, and cadences occur, in harmony with the sentiment.

This matter should receive due attention at the very outset, in the first learning of words, and be emphasized at every subsequent stage, according to a well-adjusted system of teaching. The teacher ought, certainly at the beginning of this training, to be a good model for imitation; and to be such, requires daily study and practice. If every teacher would read aloud fifteen minutes each day, with special reference to quality of utterance, his pupils would gain therefrom a noticeable advantage. In all this reference to elocution, I advocate not the artistic or professional style, but simply so much of method as is necessary for a clear and graceful delivery.

I call the attention of the members of this Committee to what the primary teachers are doing by interesting the children in collecting cabinet specimens in natural history. The effect will be to quicken the observing powers and open the minds of the little ones to the beauties and curiosities of nature all about them. The time must come when this work shall be carried up into the higher grades, with more completeness of design than is possible at first.

In conclusion, I must add that, although there is great encouragement to us in the fact that our schools have been quietly but surely growing better, yet many defects are still observable to the practiced eye. The unskillful may ask why these defects remain. We answer, that true progress is gradual; and it is because improvement has been made, that still other defects are caused to appear.

I wish to acknowledge the favorable regard which has been bestowed upon my share of our work by those who have been in the way to observe it. The members of this

Board, the teachers, pupils, and many cordial friends, are entitled to my gratitude and esteem. I must also express my appreciation of the services so ably and so generously given to the cause of education by many of the best citizens of Salem, in their connection with this Board. If those services are not always properly appreciated by the people, it is not possible to regret that they have been rendered; for they are "treasure laid up," added to the perpetual good which the people shall enjoy.

Respectfully submitted,

AUGUSTUS D. SMALL,
Superintendent.

SALEM, MASS., Dec. 20, 1880.

APPENDIX.

I. Census of children, 5 to 15 years old, taken in May, for the past five years:—

	1876.	1877.	1878.	1879.	1880.
Whole number of such,	4430	4460	4576	4673	4862
Number of same, at school,	3772	3771	3878	4050	4114
Number of same, not there,	658	689	698	623	748

(N. B. Most of these non-attendants are every year ascertained to be children under 8 years of age, or invalids.)

II. Enrolment of children at public and private day-schools and colleges, as ascertained by May census, the past five years:—

	1876.	1877.	1878	1879.	1880.
Number of such, over 15 years old,	395	434	453	305	137
Whole number, at school,	4167	4205	4331	4355	4251
Number, then in private schools,	725	773	927	1040	1210
Number, then in public schools,	3442	3432	3404	3315	3040

(N. B. Of the 1210 in private institutions, 67 are in colleges, normal schools, etc.; 884 in catholic schools of the city; 183 are under private tuition; 45 are in asylums, charitable; and 31 in reformatory institutions.)

III. Exhibit of attendance at private schools and colleges, May census, the past two years:—

May, 1879,	WARDS I.	II.	III.	IV.	V.	VI.	TOTAL.
Boys,	34	33	17	33	80	1	198
Girls,	151	77	95	165	253	101	842
Total,	185	110	112	198	333	102	1040

May, 1880,	WARDS I.	II.	III.	IV.	V.	VI.	TOTAL.
Boys,	40	37	15	44	87	6	229
Girls,	159	86	130	183	299	124	981
Total,	199	123	145	227	386	130	1210

IV. Attendance of Teachers, the past four years, stated in days:—

	1876–7.	1877–8.	1878–9.	1879–80.
Possible number,	17,640	17,850	18,270	18,900
Amount of absence,	499½	272	503	572
Employment of substitutes,	289	154	382	486
Absence for protracted illness,	249	107½	369½	318½

V. Statement concerning the ages of Pupils, in Sept. 1879, when entering the grades severally enumerated:—

	Oldest Pupil. yr.	mo.	Youngest Pupil. yr.	mo.	Average Age. yr.	mo.
High School, Senior Class,	18	3	15	9	17	3
Sub-Senior,	19	6	13	10	16	1
Ex-Junior,	18	10	14	1	16	2
Junior,	17	6	12	6	15	1
Grammar Schools, Class 1,	18	10	12	3	14	3
2,	17	9	11	3	13	10
3,	19	7	9	7	13	2
4,	17	1	9	1	12	3
5,	16	3	8		11	6

Primary Schools. Class	1,	16	7 5	10
	2,	14 8	6 8	9 4
	3,	14 1	5 7	7 10
	4,	13 3	4	6 4
Naumkeag School,		15	8	12 8

VI. Number of graduations, or promotions to higher schools, in July 1880:—

Primary Schools: Boys, 191; Girls, 124; Total, 315.

Bentley, 24; Bertram, 25; Browne, I, 19; Browne, II, 18; Carlton, 29; Endicott, 27; Lincoln, 28; Oliver, 34; Phillips, 34; Pickman, 14; Prescott, 32; Upham, 31.

Grammar Schools: Boys, 38; Girls, 44; Total, 82.

Bentley, 10; Bowditch, 24; Phillips, 14; Pickering, 17; Saltonstall, 17.

High School: Boys, 14; Girls, 10; Total, 24.

Number in High School, above the Junior Class, fitting for college: Boys, 22; Girls, 1; Total, 23.

VII. Candidate-teachers employed as substitutes, or teachers on probation, during the year past, 1879-80. Those who have been elected to permanent places are designated by italics:—

Lizzie M. Balcomb, Mary J. Bigelow, Margaret S. Bole, *Harriet D. Bowen*, Ella M. Cressey, Laurette P. Emerson, *Kate M. Gray*, Eliza G. Hill, Belle G. Hodgkins (helper), Alice M. Jenks (helper), Lizzie P. Knight, Caroline N. Littlefield, Lizzie T. Lyon (helper), Charlotte M. Newton, Mary E. Rowley, Abby B. Skinner, Annie V. Ward.

VIII. Account of service of Truant Officer, for the school year, 1879-80:

Visits to schools, 1821; attendance at court, five times; attendance at school exhibitions, one-half day; attendance

at evening schools, term 1879-80, a portion of the time; inspection of factories, etc., 4 half-days, besides 7 visits of shorter duration; reports to Superintendent, every office-hour; calls on families, concerning pupils, to make inquiry or report information,—numerous.

Cases of absenteeism, not truancy, investigated, 2703; cases of truancy discovered, 450; truants dealt with, 249. These three numbers, for 1877-8, were, respectively: 1758; 387; and 225. For 1878-9, they were: 2097; 370; and 211.

Of the 249 truants dealt with the past year, 10 were girls: in grammar schools, 3; in primary schools, 7;—in the girls' grammar school, 2; in the girls' primary school, 3; the remaining 5 in the seventeen mixed schools.

IX. Rates of tuition for non-resident pupils, to be paid semi-annually in advance,—*i. e.*, before pupils are permitted to receive instruction for the term:—

High School,	$50.00	per year;		$25.00	each	payment.
Grammar Schools,	30.00	"	"	15.00	"	"
Primary Schools,	20.00	"	"	10.00	"	"

X.—STATISTICS.

TABLES A AND B.

A.—STATISTICS, FROM SEPTEMBER, 1879, TO JULY, 1880.

SCHOOL.	NUMBERS ENROLLED.								AVERAGE DAILY BELONGING.								AVERAGE DAILY ATTENDANCE.							
	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.
			I	II	III	IV	V				I	II	III	IV	V				I	II	III	IV	V	
High	—	—	26	32	46	72	—	176	—	—	25	29	41	67	—	162	—	—	24	28	40	66	—	158
GRAMMAR:																								
Bentley	—	197	16	28	49	45	59	197	—	175	15	25	43	40	52	175	—	146	13	22	36	33	42	146
Bowditch	313	167	49	58	99	113	161	480	276	144	42	53	87	94	144	420	242	128	39	47	76	83	125	370
Phillips	231	—	17	27	47	52	88	231	203	—	15	20	43	47	78	203	187	—	14	19	40	43	71	187
Pickering	92	81	24	27	36	42	44	173	88	76	22	25	34	39	44	164	82	70	20	24	32	36	40	152
Saltonstall	165	128	33	36	40	75	109	293	143	114	31	33	38	66	89	257	133	103	29	31	35	59	82	236
Total, Gram.	801	573	139	176	271	327	461	1,374	710	509	125	156	245	286	407	1,219	644	447	115	143	219	254	360	1,091
PRIMARY:																								
Bentley	—	180	39	47	46	48	—	180	—	154	36	41	39	38	—	154	—	103	29	32	24	18	—	103
Bertram	85	72	33	39	40	45	—	157	57	51	27	25	27	29	—	108	47	40	23	22	21	21	—	87
Browne, I.	117	37	23	43	34	54	—	154	101	35	23	32	34	47	—	136	80	26	21	24	27	34	—	106
Browne, II.	99	57	22	46	32	56	—	156	90	45	31	31	31	42	—	135	68	36	26	25	24	29	—	104
Carlton	97	58	30	38	35	52	—	155	102	57	32	42	38	47	—	159	79	42	28	33	28	32	—	121
Endicott	148	77	41	51	51	82	—	225	123	60	36	40	41	66	—	183	95	42	29	33	32	43	—	137
Lincoln	137	72	40	50	55	64	—	209	124	56	35	43	48	54	—	180	102	47	31	37	40	41	—	149
Oliver	159	116	41	47	62	125	—	275	135	90	39	43	52	91	—	225	114	72	36	38	40	72	—	186
Phillips	247	—	49	48	45	105	—	247	217	—	45	43	43	86	—	217	183	—	41	38	37	67	—	183
Pickman	76	48	22	31	36	35	—	124	64	29	19	23	23	28	—	93	51	23	17	17	19	21	—	74
Prescott	119	47	32	37	35	62	—	166	111	45	32	36	34	54	—	156	94	36	29	31	28	42	—	130
Upham	97	77	32	39	41	62	—	174	83	66	32	32	36	49	—	149	72	53	30	28	31	36	—	125
Total, Primary	1,381	841	404	516	512	790	—	2,222	1,207	688	387	431	446	631	—	1,895	985	520	340	358	351	456	—	1,505
Naumkeag	116	6	—	—	—	—	—	122	41	3	—	—	—	—	—	44	29	1	—	—	—	—	—	30
Total, Schools	—	—	—	—	—	—	—	3,894	—	—	—	—	—	—	—	3,320	—	—	—	—	—	—	—	2,784

B.—STATISTICS, SUPPLEMENTARY.

SCHOOL.	Per cent. attendance, 1879-80.	Average No. of pupils taught by each teacher	Cases of Tardiness, 1879-80.	Half-days of Truancy, 1879-80.	Cases of Corporal Punishment.	Half-days' absence of Teachers, 1879-80.	Half-days' employment of Substitutes.	Teachers, School year, 1879-80.	Of same, No. of Normal School Graduates.	No. of Teachers, Dec. 1880.	Study Rooms.	NUMBER OF SITTINGS, BY CLASSES. I	II	III	IV	V	Total	BUILDINGS AND LOTS. Erected.	Remodeled.	Valuation.	Size of Lots in Square Feet.
High	96	20	294	19	0	21	10	8	3	7	2	—	—	—	—	—	224	1855	1871	$20,000	12,104
GRAMMAR:																					
Bentley	83	36	146	0	1	25	13	4	0	4	4	47	—	48	48	48	191	1861	—	$30,000	19,450
Bowditch	88	41	1,060	226	296	130	129	9	7	9	9	43	49	98	98	147	435	1870	—	85,000	24,200
Phillips	92	37	264	50	85	19	8	5	3	6	5	42	—	49	49	93	233	1869	—	15,000	18,000
Pickering	93	38	214	18	28	180	171	4	2	4	4	49	—	49	49	51	198	1862	—	20,000	16,000
Saltonstall	92	30	193	27	57	19	0	8	6	7	8	48	48	48	96	144	384	1874	—	16,000	20,040
Total, Gram.	90	36	1,877	321	467	373	321	30	18	30	30	229	97	292	340	483	1,441	—	—	$166,000	97,690
PRIMARY:																					
Bentley	67	26	768	10	3	249	232	4	2	4	4	52	56	48	48	—	204	—	—	—	—
Bertram	81	25	214	3	8	0	0	*3	3	4	4	48	48	48	48	—	192	1879	—	$13,030	20,300
Browne, I.	78	27	375	34	89	27	26	4	3	4	4	48	48	56	54	—	206	1847	1870	20,000	12,975
Browne, II.	77	26	407	55	62	65	48	4	3	4	4	49	49	48	54	—	200	—	—	—	—
Carlton	76	30	550	17	6	30	25	4	1	4	4	50	49	49	56	—	204	1875	—	10,000	18,085
Endicott	75	34	742	71	123	38	19	4	1	4	4	46	56	56	56	—	214	1869	—	16,000	11,740
Lincoln	83	37	370	6	21	17	10	4	4	4	4	48	48	48	48	—	192	1851	—	6,000	6,700
Oliver	83	37	835	10	22	26	19	5	3	5	5	42	45	48	97	—	232	1818	1878	15,000	10,890
Phillips	84	37	731	56	70	69	58	5	3	5	5	50	52	55	105	—	262	1841	—	20,000	18,000
Pickman	80	19	486	18	49	97	75	4	3	4	4	48	54	54	54	—	210	1872	—	9,000	15,380
Prescott	83	33	436	23	41	16	15	4	3	4	4	50	50	50	60	—	210	1871	—	10,000	12,357
Upham	81	31	350	10	43	112	110	4	1	4	4	44	44	44	59	—	191	1851	—	13,000	24,100
Total, Primary	79	30	6,234	313	537	746	637	49	30	50	50	575	599	604	739	—	2,517	—	—	$132,030	150,527
Naumkeag	69	35	319	31	15	4	4	2	2	2	0	—	—	—	—	—	0	—	—	—	—
Total, Schools	84	31	8,724	684	1,019	1,144	972	89	53	89	82	—	—	—	—	—	4,182	—	—	$318,030	260,321
						* 1st term; 4, the 2d term.														Nearly 6 acres.	

XI. GRADUATES, JULY, 1880.

HIGH SCHOOL.

Frank Weston Benson,
Roland William Boyden,
Charles Eleazer Dalton,
Edward Millet Full,
Oliver Franklin Goodell,
Samuel Ingersoll Hutchinson,
Frank Percy Ingalls,
Lawrence Grafton Kemble,
Frank Kittredge McIntire,
Edward Lawrence Peirson,
Hardy Phippen,
William Osborne Safford,
Sterry Frederick Smith,
Frank Putnam Symonds.

Emma Wallace Brown,
Mary Willard Dalton,
Sarah Elizabeth Gifford,
Mary Lizzie Kinsman,
Annie Lydia Pinkham,
Emily Lindsay Pond,
Caroline Louise Read,
Mary Rowell Sawyer,
Mary Edna Swaney,
Carrie Matilda Webster.

(Those in the following lists who entered the High School are starred).

BENTLEY GRAMMAR.

Grace Henry Carleton,
Lillie Mary Elkins,
*Fannie Noble Frye,
*Alice Gertrude Goodell,
*Marion Hodges Jelly,
Cynthia Moses,
*Aggie Mary Osborne,
*Nellie Rowell,
*Susan Emily Smalley,
*Sarah Whipple.

BOWDITCH GRAMMAR.

*Alden Mystic Babcock,
Everett Myron Berry,
*Charles Hudson Bigelow,
*Thomas Courtis,
*John James Cummings,
*Charles Bailey Derby,
Julius Clark Hubon,
*Walter Pearce Richardson,
William Francis Searle.

*Carrie Austin Ashby,
*Jane Edith Andrews Bartlett,
*Etta Florence Brown,
*Florence Pierce Buffum,
Viola Estelle Buxton,
*Harriet Esther Eiffe,
*Mary Bond Harrington,
*Eleanor Nyanza Hughes,
*Carrie Hardy Kinsman,
*Madge Hutchinson Mackenzie,
Sarah Maria Murphy,
*Agnes Marion Nutter,
*Lillian Carter Nutter,
Lizzie Millett Patch,
Mary Jane Simmons.

PHILLIPS GRAMMAR.

*Henry Perkins Benson,
*John Prentiss Benson,
*John Frank Cabeen,
Daniel Edward Daley,
*Joseph Henry Farrell,
George Henry Frye,
*Irving Hector Goldthwaite,
*Edwin Upton Harrington,
John Lawrence Hayes,
*Nathan Frye Ives,
*Francis Newhall,
*William Buffington Nichols,
John Thomas Quinn,
*Augustus Govea Reynolds.

PICKERING GRAMMAR.

*George Albert Bousley,
*Frederic Sherman Burke,
Joseph Edward Daley,
*Edward Aloysius Dugan,
John Stephen Evitts,
*Horace Ware Hanson,
John Peter Aloysius Mahoney.

Annie Maude Balcombe,
*Mary Ellen Broadsley,
*Anne Maria Chandler,
*Sarah Boardman Dalton,
Jennie Kimball Danforth,
*Annie Jane Dennis,
Lillie Beecher Locke,
*Lilliebel Mooney,
*Catherine Frances Redmond,
*Maria Chapman Smith.

SALTONSTALL GRAMMAR.

Lorenzo Dow Hamlin,
*Maxwell Alexander Kilvert,
*Edward Hale Knight,
*Walter Savory Millett,
*John Roundy Smith,
*Joseph Francis Walsh,
*Thomas Aloysius Ward,
*Arthur Newcomb Webb.

*Minnie Ingersoll Hutchinson,
*Jennie Prentiss Hyde,
*Artena Olivia Mansfield,
*Annie Ellsworth Marshall,
Lillian Morse,
*Bessie Orne Ryder,
Emma Marion Stone,
Celia Brown Victory,
Nellie May Walen.

XII. ART-SCHOOL DIPLOMAS.

1. Those who received Diploma A,—for satisfactorily completing the course prescribed for the first year:—

John C. Chadwick,
Annie J. Dennis,
Abby H. Short,
Mattie M. Webber.

2. Award of Diploma B,—for like completion of the second year's course:—

Abby H. Short.

NOTE.—When the work of either course is left incomplete at the close of the season, due credits are given for what has been acceptably done, and the remaining subjects may be executed, or theses written, in any subsequent term; after which, the appropriate diploma is awarded.

XIII. LIST OF APPROVED CANDIDATES.

Adopted by the Committeee on Nomination of Teachers at the dates specified. Those employed as teachers on probation are indicated by the addition of the name of the school, where they have been so employed under the authority of this Committee.

JULY 2, 1880.

Lizzie M. Balcomb, Bentley Pr.
Mary J. Bigelow, Browne, I.
Margaret S. Bole,
Annie J. Coan,
Genevieve Cook,
M. Ella Cressey, Bentley Pr.
Chastine Emerson,
Laurette P. Emerson, Carlton.
Fannie W. Gawith,
Caroline Goldthwaite,
Eliza G. Hill, Bowditch.
Martha T. Leonard,
Caroline N. Littlefield,
Lizzie T. Lyon, (helper) Oliver.
Clara B. Parkhurst,
Emily F. Reed,
Abby B. Skinner, Lincoln.
Janet H. Wilson.

NOV. 15, 1880.

Sarah L. Cabeen,
Charlotte M. Newton, Browne, II.

XIV. CORPS OF TEACHERS.—Dec., 1880.

[A prompt notice of change of residence is requested by the Superintendent. The date of first election in Salem is given in Roman type. If the teacher had previously served elsewhere, the earliest date of such appointment is stated in *italics*. The names of Principals appear in SMALL CAPITALS; those of teachers not yet elected in *italics*; others, in Roman type.]

HIGH SCHOOL, BROAD STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
JOHN W. PERKINS,	Master	$2,500	November, 1865. *Dec., 1862.*	6 Linden.
Arthur L. Goodrich,	Sub-Master	1,200	October, 1874.	7 Piedmont.
Susan A. Osgood,	First Asst.	1,100	February, 1868. *Sept., 1858.*	Chelsea.
Mary J. Thayer,	Assistant	650	October, 1867. *Sept., 1863.*	34 Broad.
Annie C. Draper,	Assistant	650	March, 1870. *April, 1867.*	260 Essex.
Mary L. Chapman,	Assistant	650	September, 1875. *April, 1874.*	3 Harris'n Av
Alice Jenkins,	Assistant	650	October, 1876. *March, 1865.*	Lynn.
		$7,400		

BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	HANNAH E. CHOATE,	Principal	$1,800	April, 1873. *Dec., 1857.*	23 Norman.
III.	Mary A. Colman,	First Asst.	600	Sept., 1846.	3 Winter.
IV.	Mary A. Gage,	Assistant	500	Sept., 1878. *Apr., 1871.*	46 Essex.
V.	Eliza G. Cogswell,	Assistant	500	Sept., 1855.	46 Essex.
			$3,400		

BOWDITCH GRAMMAR, DEAN STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	FRANK L. SMITH,	Principal	$1,800	Dec., 1874.	19 Buffum.
II.	Margaret G. Stanley,	Sub-Prin.	800	*Sept.*, 1864. June, 1863.	5 Spring.
III.	Lucy W. Files,	Assistant	500	Sept., 1878.	250 Wash'n.
III.	Susan T. Sanborn,	Assistant	500	April, 1876.	164 North.
IV.	Harriet D. Bowen,	Assistant	500	June, 1880.	165 Federal.
IV.	Susan K. Rogers,	Assistant	500	July, 1874.	6 North Pine.
V.	Eunice G. Burnham,	Assistant	500	May, 1871.	366 Essex.
V.	Helen M. Miner,	Assistant	500	Dec., 1874.	12 Mt. Vernon
V.	*Eliza G. Hill*,	Assistant	400	*Aug.*, 1867.	27 Andrew.
			$6,000		

PHILLIPS GRAMMAR, HERBERT STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	EDWIN R. BIGELOW,	Principal	$1,800	Aug., 1876.	6 Carpenter.
III.	Mary E. Stanley,	First Asst.	600	*Nov.*, 1857. Oct., 1864.	20 Andrew.
IV.	Martha F. Allen,	Assistant	500	Feb., 1876.	Beverly.
IV.	Caroline E. Goodridge,	Assistant	500	*Sept.*, 1872. April, 1876.	8 Becket.
V.	Carrie F. Lucas,	Assistant	500	Dec., 1879.	46 Essex.
V.	Clara M. Greenough,	Assistant	500	Sept., 1879.	92 Federal.
			$4.400		

PICKERING GRAMMAR, BUFFUM AND SCHOOL STREETS.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	WM. P. HAYWARD,	Principal	$1,800	Sept., 1852.	83 Summer.
III.	Sarah E. Cross,	First Asst.	600	*Dec.*, 1843. March, 1845.	55 Endicott.
IV.	Mary A. Cross,	Assistant	500	March, 1851.	13 Liberty.
V.	Eliza J. Murphy,	Assistant	500	Jan., 1874.	10 Orne.
			$3,400		

SALTONSTALL GRAMMAR, HOLLY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	OWEN B. STONE,	Principal	$1,800	Sept., 1873.	1 Holly.
II.	Ella F. Kehew,	First Asst.	600	*Sept.*, 1854. March, 1865.	5 Holly.
III.	Georgiana Lewis,	Assistant	500	Oct., 1867.	4 Porter.
IV.	Georgiana R. Kehew,	Assistant	500	Sept., 1870.	5 Holly.
IV.	Abby A. Grant,	Assistant	500	Jan., 1870.	6 Andrew.
V.	Alice P. Jackman,	Assistant	500	Sept., 1878.	7 Hancock.
V.	Sarah E. Towne,	Assistant	500	Nov., 1871.	15 Gardner.
			$4,900		

BENTLEY PRIMARY, ESSEX STREET.

CLASS.	NAME.	POSITION	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	S. AUGUSTA BROWN,	Principal	$600	Nov., 1842.	54 Wash'n Sq.
II.	*M. Ella Cressey*,	Assistant	400		17 Mt. Vernon
III.	Margaret M. Haskell,	Assistant	500	Jan., 1866.	54 Wash'n Sq.
IV.	Marion Chadwick,	Assistant	500	June, 1879.	17 Brown.
			$2,000		

BERTRAM SCHOOL, WILLOW AVENUE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HARRIET M. TYLER,	Principal	$600	Sept., 1857.	7 Cherry.
II.	Susan M. Glover,	Assistant	500	Oct., 1871.	46 Endicott.
III.	Kate E. Bachelder,	Assistant	500	Oct., 1872.	108 Lafayette.
IV.	Harriet P. Gill,	Assistant	500	Sept., 1873.	108 Lafayette.
			$2,100		

BROWNE SCHOOL (I), ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	MATILDA POLLOCK,	Principal	$600	Nov., 1863.	10 Winthrop.
II.	Martha P. Ober,	Assistant	500	Nov., 1879.	1 Holly.
III.	Emma A. Graves,	Assistant	500	May, 1870.	15 Chestnut.
IV.	*Mary J. Bigelow*,	Assistant	400		56 Lafayette.
			$2,000		

BROWNE SCHOOL (II), ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	EVA M. DAVIS,	Principal	$600	Sept., 1872.	199 Bridge.
II.	Emma F. Earle,	Assistant	500	Feb., 1877.	35 Hazel.
III.	Mary E. Leavitt,	Assistant	500	Feb., 1879.	8 Downing.
IV.	Julietta M. Averill,	Assistant	500	Feb., 1876.	280 Wash'n.
			$2,100		

CARLTON SCHOOL, SKERRY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	CAROLINE P. DALTON,	Principal	$600	Jan., 1855.	40 Wash'n Sq.
II.	Abby L. Burnham,	Assistant	500	April, 1876.	18 Andrew.
III.	H. Augusta Moulton,	Assistant	500	April, 1866.	105 Federal.
IV.	*Laurette P. Emerson*,	Assistant	400		193 Bridge.
			$2,000		

ENDICOTT SCHOOL, BOSTON STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	ABBY F. NICHOLS,	Principal	$600	June, 1862.	146 Federal.
II.	Sarah F. Daniels,	Assistant	500	Sept., 1864.	Peabody.
III.	Caroline Stevens,	Assistant	500	March, 1848.	20 Winthrop.
IV.	Mary B. Chamberlain,	Assistant	500	Oct., 1876.	15 Margin.
			$2,100		

LINCOLN SCHOOL, FOWLER STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	AMELIA R. THAXTER,	Principal	$600	Oct., 1877.	385 Essex.
II.	Lucy E. Adams,	Assistant	500	*May*, 1859. March, 1870.	47 Endicott.
III.	Caroline F. Allen,	Assistant	500	May, 1878.	117 Federal.
IV.	*Abby B. Skinner*,	Assistant	400		14 Howard.
			$2,000		

OLIVER SCHOOL, BROAD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	EMILY A. GLOVER,	Principal	$600	Oct., 1864.	15 Hawthorne
II.	Lizzie E. Farmer,	Assistant	500	Dec , 1876.	109 North.
III.	Annie L. Warner,	Assistant	500	Oct., 1877.	21 Aborn.
IV.	Jane M. Gray,	Assistant	500	Feb., 1877.	13 Mall.
IV.	Eliza J. Rice,	Assistant	500	March, 1878.	Kimball Ct.
			$2,600		

PHILLIPS PRIMARY, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HELEN A. WHITE,	Principal	$600	Sept., 1865.	3 Osborne.
II.	Annie S. Hill,	Assistant	500	Jan., 1866.	20 Walter.
III.	Ardelle Allard,	Assistant	500	Dec., 1873.	17 Norman.
IV.	Elizabeth H. Tuttle,	Assistant	500	Oct., 1876.	113 Federal.
IV.	Grace G. Hooper,	Assistant	500	April, 1878.	17 Norman.
			$2,600		

PICKMAN SCHOOL, DUNLAP STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	ANSTISS P. STEVENS,	Principal	$600	July, 1868.	170 North.
II.	Julia M. Mann,	Assistant	500	April, 1869.	164 North,
III.	Harriet M. Stetson,	Assistant	500	April, 1873.	59 Barr,
IV.	Sarah N. Littlefield,	Assistant	500	Sept., 1873.	31 Upham.
			$2,100		

PRESCOTT SCHOOL, HOWARD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	R. ANNA HARRIS,	Principal	$600	June, 1859.	15 Federal.
II.	Clara P. Wardwell,	Assistant	500	July, 1874.	20 Hawthorne
III.	Kate M. Gray,	Assistant	400	April, 1880.	13 Mall.
IV.	Myra Hall,	Assistant	500	July, 1875.	7 Daniels.
			$2,000		

UPHAM SCHOOL, NORTH STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	MARIA CUSHING,	Principal	$600	March, 1847.	83 Summer.
II.	Elizabeth C. Russell,	Assistant	500	Sept., 1854.	2 Eaton Pl.
III.	Emily S. Phelps,	Assistant	500	March, 1870.	16 Federal.
IV.	Laura J. Symonds,	Assistant	500	Oct., 1876.	68 Buffum.
			$2,100		

NAUMKEAG SCHOOL, WASHINGTON STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
ADA B. PIKE,	Principal	$600	Feb., 1879.	16 Prescott.
Sarah P. Clemons,	Assistant	500	May, 1880.	403½ Essex.
		$1,100		

XV—1. TRUANT OFFICERS.

NAME.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
John W. Libbey,	$800	February, 1874.	3 Osborne.
Frederick H. Hunt,	10	January, 1877.	17 Hardy.
	$810		

2. JANITORS.

NAME.	SAL'RY.	RESIDENCE.	SCHOOLS.
Luke E. Friend,	$485	3 Lynn.	4—Carlton, Endicott, Lincoln, and Prescott.
Frederic H. Hunt,	600	17 Hardy.	3—Bentley and Phillips Grammar and Primary.
Joseph Tomlinson,	650	36 Albion.	1—Bowditch.
Joseph H. Torr,	300	24 Symonds.	3—North Salem.
John S. Wardwell, Jr.,	400	12½ Mt. Vernon	2—High and Oliver.
John W. Wheeler,	540	4 Harrison Av.	3—South Salem.
	$2,975		

XVI. BOARD OF SCHOOL COMMITTEE, 1881.

SAMUEL CALLEY, Mayor, Chairman ex-officio.

JOHN M. RAYMOND, President of the Common Council, member ex-officio.

WARD ONE.

Till 1882.	Till 1883.	Till 1884.
Lawrence E. Millea, 16 Elm.	Nathan H. Millett, 8 Curtis.	George Russell, 10 Liberty.

WARD TWO.

Charles Sewall, 12 Brown.	Mary G. Ward, 57 Federal.	Edwin H. Dodge, 3 Brown.

WARD THREE.

George F. Ropes, 16 Summer.	O. W. Holmes Upham, 313 Essex.	John Preston, 1 Mt. Vernon.

WARD FOUR.

James P. Franks, 302 Essex.	Sarah E. Sherman, 94 Federal.	James Donaldson, 172 Federal.

WARD FIVE.

John R. Lakeman, 21 Linden.	Charles M. Buffum, 10 Cabot.	Elisha J. Faxon, 2 Linden.

WARD SIX.

Alfred B. Brown, 37 Walter.	S. F. Chase, 36 Barr.	Edward E. Dalton, 21 Mason.

AUGUSTUS D. SMALL, Superintendent and Secretary, 6 City Hall.

CHARLES E. BURNS, Messenger, 5 City Hall.

Executive Committee, Mayor Calley, President Raymond, and Messrs. Donaldson, Faxon, and Buffum. Elisha J. Faxon, *Clerk.*

First Visiting Committee, on High School, James P. Franks, *Chairman;* S. F. Chase, *Clerk;* and James Donaldson.

Second Visiting Committee, on Grammar Schools, Sarah E. Sherman, *Chairman;* Edward E. Dalton, *Clerk;* Elisha J. Faxon, Charles Sewall, and O. W: Holmes Upham.

Third Visiting Committee, on Primary Schools, John R. Lakeman, *Chairman;* Nathan H. Millett, *Clerk;* Alfred B. Brown, Charles M. Buffum, Edwin H. Dodge, Lawrence E. Millea, John Preston, George F. Ropes, George Russell, O. W. H. Upham, and Mary G. Ward.

Committee on Naumkeag School, John R. Lakeman, *Chairman;* Charles M. Buffum, *Clerk;* and O. W. H. Upham.

Committee on Evening Schools, Nathan H. Millett, *Chairman;* Edwin H. Dodge, *Clerk;* and George Russell.

Committee on Music, James Donaldson, *Chairman;* Mary G. Ward, *Clerk;* and Edwin H. Dodge.

Committee on Drawing, O. W. Holmes Upham, *Chairman;* Elisha J. Faxon, *Clerk;* and George Russell.

Committee on Nominations, S. F. Chase, *Chairman;* Charles M. Buffum, Edward E. Dalton, John R. Lakeman, and O. W. H. Upham. Augustus D. Small, *Secretary.*

SUB-COMMITTEES FOR GRAMMAR SCHOOLS.

Bentley, Essex St.,	Sarah E. Sherman, (*Chairman.*)
Bowditch, Dean St.,	O. W. H. Upham.
Phillips, Herbert St.,	Charles Sewall.
Pickering, School St.,	Edward E. Dalton, (*Clerk.*)
Saltonstall, Hazel St.,	Elisha J. Faxon.

SUB-COMMITTEES FOR PRIMARY SCHOOLS.

Bentley, Essex St.,	George F. Ropes.
Bertram, Willow Ave.,	Charles M. Buffum.
Browne, Ropes St.,	O. W. H. Upham.
Carlton, Skerry St.,	Edwin H. Dodge.
Endicott, Boston St.,	John Preston.
Lincoln, Fowler St.,	Lawrence E. Millea.
Oliver, Broad St.,	John R. Lakeman, (*Chairman*).
Phillips, Essex St.,	Nathan H. Millett, (*Clerk*).
Pickman, Dunlap St.,	Mary G. Ward.
Prescott, Howard St.,	George Russell.
Upham, North St.,	Alfred B. Brown.

XVII. SCHOOL CALENDAR.

1. *School Year* began Monday, September 6, 1880.
   Second term begins Monday, February 7, 1881.
   School year ends Saturday, July 9, 1881.
   Next school year will begin Monday, September 5, 1881.
2. *Vacations:*—Thanksgiving Day, Nov. 26, 1880, and Nov. 27, 28.
   Christmas to New Years, Dec. 25, 1880, to Jan. 1, 1881, both included.
   March 7 to 12, both included,—Monday to Saturday.
   Monday, July 11, 1881, to Saturday, Sept. 3, 1881, both included.
3. *Legal Holidays:*—Washington's Birthday, Tuesday, Feb. 22, 1881.
   Fast Day, Thursday, April 14, 21, or 28, 1881.
   Fourth of July, 1881, on Monday.
4. *Number of weeks* of actual school time, after deducting the vacations and holidays, as above, 40.8.
5. *Number of sessions:*—High School, one each week-day, except Saturday; Grammar and Primary Schools, two each week-day, except Wednesday and Saturday, and then but one; Naumkeag School, two each week-day, except Saturday.
6. *Hours of session:*—
   High School, March to November, from 8 A. M., to 1 P. M.
   November to March, from 8½ A. M., to 1 P. M.
   Grammar Schools, April to October, from 8 to 11 A. M.,
   October to April, from 9 to 12 A. M.,
   and 2 to 4 P. M., the year round.
   Primary Schools, April to October, 8 to 11 A. M.,
   October to April, 9 to 11½ A. M.,
   and 2 to 4 P. M., the year round.
   Naumkeag School, October to April, 8½ to 11½ A. M.;
   otherwise like the primaries.

7. *Detentions permitted:*—Fifteen minutes after morning sessions; one hour at the close of the afternoon sessions.

8. *Times of examinations:*—

In High School, Friday, Jan. 28, to Friday, Feb. 4, 1881; Friday, June 24, to Friday, July 1, 1881.

In Grammar and Primary Schools, Wednesday, Dec. 8, to Saturday, Dec. 11, 1880; Wednesday, March 23, to Saturday, March 26, 1881; Wednesday, June 15, to Saturday, June 18, 1881. Short examination, Friday, July 8, 1881.

Diplomas and promotions awarded, Saturday, July 9, 1881.

9. *Times of monthly reports* from teachers and presentation of bills, the Monday following the dates to which the statistics are to be extended,—namely: Saturday, Oct. 2, Oct. 30, Nov. 27, and Dec. 25, 1880; Jan. 29, Feb. 26, Apr. 2, Apr. 30, May 28, and July 2, 1881. Also, next school year, Saturday, Oct. 1, Nov. 5, Dec. 3, Dec. 24, 1881, and Feb. 4, 1882.

10. *Times of meeting:*—School Committee, the third Monday evening in each month.

Executive Committee, the first Monday evening in each month.

11. *Dates for presenting* all bills against the School Committee, not later than the first Monday of each month. All bills should be sent to the Superintendent's office, No. 6, City Hall.

12. *Superintendent's office hours:*—April to October, 11 to 12, A. M.; October to April, 8 to 9, A. M.—on school days. Office at No. 6, City Hall.

JUN 2 1900
Mayor

CITY OF SALEM.

REPORT

OF THE

School Committee

— FOR —

1881.

SALEM, MASS.:
OBSERVER STEAM PRINTING ESTABLISHMENT.
1882.

ANNUAL REPORT

OF THE

School Committee

OF THE

CITY OF SALEM.

DECEMBER, 1881.

SALEM, MASS.:
OBSERVER STEAM PRINTING ESTABLISHMENT.
1882.

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TILDEN FOUNDATIONS.
1903

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BOARD OF SCHOOL COMMITTEE, 1881.

SAMUEL CALLEY, Mayor, Chairman *ex-officio.*

JOHN M. RAYMOND, President of the Common Council, member *ex-officio.*

WARD ONE.

Till 1882.	Till 1883.	Till 1884.
Lawrence E. Millea, 16 Elm.	Nathan H. Millett, 8 Curtis.	George Russell, 10 Liberty.

WARD TWO.

*Charles Sewall, 12 Brown.	Mary G. Ward, 57 Federal.	Edwin H. Dodge, 3 Brown.

WARD THREE.

George F. Ropes, 16 Summer.	O. W. H. Upham, 315 Essex	John Preston, 1 Mt. Vernon.

WARD FOUR.

James P. Franks, 302 Essex.	Sarah E Sherman, 94 Federal.	James Donaldson, 172 Federal.

WARD FIVE.

John R. Lakeman, 21 Linden.	Charles M. Buffum, 10 Cabot.	Elisha J. Faxon, 2 Linden.

WARD SIX.

Alfred B. Brown, 37 Walter.	†S. Freeman Chase, 36 Barr.	Edward E. Dalton, 21 Mason.

‡ AUGUSTUS D. SMALL, Superintendent and Secretary.
6 City Hall.

CHARLES E. BURNS, Messenger,
5 City Hall.

---

*Resigned during term and Henry F. Waters elected to fill the vacancy.
† " " " " Winfield S. Nevins " " " " "
‡ Office of Superintendent expired April 1, 1881, and Arthur L. Goodrich elected Secretary of the Board, but resigned during term, and Henry F. Waters was chosen Secretary.

EXECUTIVE COMMITTEE.

Mayor Calley, President Raymond, Messrs. Donaldson, Faxon, and Buffum.

FIRST VISITING COMMITTEE—HIGH SCHOOL.

James P. Franks, Chairman.

*S. Freeman Chase, James Donaldson.

SECOND VISITING COMMITTEE—GRAMMAR SCHOOLS.

Sarah E. Sherman,	Chairman,	Sub-Committee	for the	Bentley School.
O. W. Holmes Upham . . .	"	"	"	Bowditch School.
†Charles Sewall, ...	"	"	"	Phillips School.
Edward E. Dalton, ...	"	"	"	Pickering School.
Elisha J. Faxon, ...	"	"	"	Saltonstall School.

THIRD VISITING COMMITTEE—PRIMARY SCHOOLS.

John R. Lakeman,	Chairman,	Sub-Committee	for the	Oliver School.
George F. Ropes, ...	"	"	"	Bentley School.
Charles M. Buffum, . . .	"	"	"	Bertram School.
O. W. Holmes Upham,	"	"	"	‡Browne Schools.
Edwin H. Dodge, ...	"	"	"	Carlton School.
John Preston, ...	"	"	"	Endicott School.
Lawrence E. Millea, . . .	"	"	"	Lincoln School.
Nathan H. Millett, . . .	"	"	"	Phillips School.
Mary G. Ward, ...	"	"	"	Pickman School.
George Russell, ...	"	"	"	Prescott School.
Alfred B. Brown, . . .	"	"	"	Upham School.

COMMITTEE ON NAUMKEAG SCHOOL.

John R. Lakeman, Chairman.

Charles M. Buffum, O. W. H. Upham.

---

* Resigned. Henry F. Waters was assigned to this position Sept. 5th, 1881.

‡ Resigned. Henry F. Waters was assigned to this position March 21, 1881.

‡ Winfield S. Nevins was assigned to the Browne Primary Schools Nov. 21st, 1881.

COMMITTEE ON EVENING SCHOOLS.

Nathan H. Millett, Chairman.

Edwin H. Dodge, George Russell.

COMMITTEE ON MUSIC.

James Donaldson, Chairman.

Edwin H. Dodge, Mary G. Ward.

COMMITTEE ON DRAWING.

O. W. Holmes Upham, Chairman.

Elisha J. Faxon, George Russell.

COMMITTEE ON EXAMINATION OF TEACHERS.

*S. Freeman Chase, Chairman.

Charles M. Buffum, John R Lakeman,
Edward E. Dalton, O. W. H. Upham.

COMMITTEE ON PRINTING AND SUPPLIES.

†Henry F. Waters, Chairman.

Charles M. Buffum, Elisha J. Faxon,
Edwin H. Dodge, John M. Raymond.

---

* Resigned. Henry F. Waters appointed in September to fill the vacancy, and John R. Lakeman elected Chairman.

† Resigned. John M. Raymond elected Chairman.

REPORT OF EXECUTIVE COMMITTEE.

SALEM, MASS., DEC. 19, 1881.
IN SCHOOL COMMITTEE.

To the School Board of the City of Salem :

The Executive Committee present the following Report of the Expenditures and Receipts of the School Department of Salem, for the fiscal year ending Nov. 30, 1881 :

I. Permanent Investment.

Alterations,	$ 69 95	
Apparatus,	70 47	
Furniture,	158 12	
Library and Cabinet,	926 56	
Am't Permanent Investment,		$1,261 10

II. Current Expenditures.

Salaries,	$61,349 80	
Janitor's pay,	3,228 15	
Fuel,	2,510 09	
Rent,	440 00	
Repairs,	384 80	
Printing & supplies,	1,820 56	
Books for Indigent Pupils,	857 65	
Miscellaneous,	1,739 82	
Am't. of Current Expenditures,		$72,330 87
Total Amount expended during the year,		$73,591 97

Total amount expended during the year,		$73,591 97

III. Receipts.

Dog-tax, .	$1,235 71	
Tuition of non-resident pupils,	155 00	
Total Receipts, . . .		$1,390 71
Net Total Expenditures for the year,		$72,201 26

For the Executive Committee,

SAMUEL CALLEY, *Chairman.*

REPORT OF FIRST VISITING COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 19, 1881.

The rule of this Board which calls for an annual report from the several Visiting Committees, requiring that the same, or part thereof, be printed, intends that the Board and the public generally shall know something of the condition of the schools thus entrusted to the different members.

The High School Committee has a very brief report to submit, and finds that its experience concurs generally with that of previous reports, and the school under its care continues to do well.

No change has occurred in the corps of teachers and every member of the same has in no way slackened in the faithful performance of duty, and has given to the work their best strength and energy.

There are one or two features which are entitled to passing note,—one of which has to do with this year especially. An increase of salary of a few hundred dollars, made to the Sub-Master, Mr. Goodrich, recognizes the value of a permanent occupant of this position, and that the department of studies under his care should have the advantage of continued experience, which up to the time of the present incumbent it failed to receive, owing to frequent changes that the amount of salary made necessary.

We do not learn from the testimony of teachers that the

working efficiency of the scholars improves with time, or that the school altogether accomplishes its former amount of work. This is not to be attributed to any high or unreasonable expectation, but based simply upon the amount that the different members in the school perform when reduced to pages. Do all the teachers may, they are unable to produce the former results. It is not for the Committee to explain the fact. were explanation in their power; they can only ask that parents combine with the teachers in arousing the scholars to a right appreciation of their advantages.

The Salem High School is attaining more and more a worthy reputation throughout the country. Every year adds to the number of applicants from abroad, who cheerfully pay the fee for tuition.

In closing this report, the High School Committee cordially recommend the school in their charge to the confidence and care of the Board.

JAMES P. FRANKS,
JAMES DONALDSON, } *First Visiting Com.*
HENRY F. WATERS,

REPORT OF SECOND VISITING COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 19, 1881.

The Grammar School Committee are glad to be able to report that the schools under their charge are in good condition.

We would most earnestly ask the co-operation of all good citizens, to aid us in making our public schools of such value to the people that no thoughtful parent will hesitate to make his or her child a pupil therein.

It is here that the great majority of our future citizens are receiving impressions and forming habits which will go with them through life. It is here that many receive all the mental and moral teaching which they ever know. How important, then, to the State, as well as the individual pupil, that the school-room and its influences be made as nearly perfect as possible.

The schools have been unusually full since the beginning of the present school year ; additional rooms having been opened in the Bowditch and Phillips schools ;—hence there are now in the Bowditch School an extra second class, in addition to the previous number, and in the Phillips, two third, two fourth, and two fifth classes. The two fifth classes and one fourth were outside the building.

Last year the attention of the City Government was called to the necessity of making some provision for the Phillips Grammar School to be accommodated in one building. We would renew the suggestion with all due respect and express the hope that the matter will soon receive due attention. The inconvenience and trouble arising from the present

method of colonization can hardly be computed, especially since the discipline of the school has been taken from the hands of the subordinate teachers, rendering it impossible for them to secure the good order and attention necessary for instruction.

There have been few changes in the corps of teachers during the year.

We would call the attention of the Board to a suggestion from some of the principals, that during the three winter months the forenoon recess be dispensed with, and the school closed at 11:30.

A very respectful protest against the rule forbidding the forming of lines has been offered, urging for reason, that much more time is consumed, and the pupils kept longer in the cold when lines are not formed, besides the liability to accidents when so many children of all ages and dispositions are allowed to rush in disorder into the school-room.

The forming of lines in the largest school in the city consumes just one minute of time.

The only change in text-books has been the introduction of the Franklin Written Arithmetic into the fifth class, in place of the one before used.

There is a loud call from some of the schools for a more easily comprehended text-book in Grammar, and for a Reader in the higher classes which will be adapted to the understanding of the pupils.

We would call attention to the very excellent system of ventilation in the Bowditch School Building, and suggest its adoption in all other school buildings as far as practicable.

For the Committee,

S. E. SHERMAN, *Chairman.*

REPORT OF THIRD VISITING COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 19, 1881.

The closing month of the year reminds us that our annual report is demanded by those who have elected us to these positions of trust and honor, and it is to them that we now address ourselves.

It is our province to speak especially of the Primary Schools, where children are received directly from the home and in three or four years graduated to the Grammar Schools. We cannot refrain from repeating our emphatic protest against any opinion which shall depreciate the importance of these centres of influence, where the child receives that which is longest remembered, and unconsciously becomes a teacher of older members of the family.

The fact that in some of the schools there has been an increase of interest, as manifested by more frequent visits, leads us to hope that our importunities may in time be rewarded, and the teacher who is faithfully performing her duties, may know that she is not wholly forgotten by those whose children have been placed in her keeping. That which seems a small matter to the parent who hears no complaint from the child, that each day goes and comes to and from the school, and who would feel hurt were the charge of lack of interest made directly by those whose duty it is to take especial care of our educational interests, becomes an all important question with the zealous and enthu-

siastic teacher who deeply appreciates every little token of approval or even critical observation. While recognizing the necessity for such co-operation in every grade, we wish to emphasize the especial need of our Primary Schools for this mutual interest and attention to the wants of the pupils. Are you not, as responsible guardians of these children, dutifully delegated to know just what is being done during the morning and afternoon hours of their absence? Are you willing to remain quietly at home, or at your work, reading from our Reports that the schools were never in better condition, that children and teachers are happy in their labors, and that nothing remains to be done to increase your cause for pride in our boasted educational system, without seeking to ascertain whether our methods commend themselves to your good judgment, or whether we, as members of the Committee, are cognizant of all which is going on within the school-walls? When you make selection of twenty men and women, saying to them: "Here are the schools of our city! their pecuniary value is great, and so many thousands of children are in attendance," is it fair to them that no farther interest shall be shown,—no personal observation given to the work which should be so dear to each of us? When we employed the services of a Superintendent of Schools, and the complaint was justly made that members of the Committee were too willing that he should perform the duties which properly belonged to them, was there more cause for adverse criticism than when parents leave all to the Committee and teachers? It has been a custom for many years to grant reward cards, or credits as they are termed, to those children whose deportment warrants their remembrance. Has it ever occurred to the parent that a word of encouragement to the happy bearer of these prizes is of inestimable worth, or that a neglect to share the child's delight is of incalculable injury by destroying the moral effect which faithfulness

deserves to have established? When the question of expenditure for a new school building is being discussed, we find the public deeply interested and watchful lest the amount shall exceed what seems to them a fair and necessary limit. We acknowledge this as a right and a duty, and would call attention to another duty of equal importance regarding the style of the building, the means of ventilation, the exits and conveniences. We may make a large outlay and fail to receive an equivalent because of disregard of these important matters. Public sentiment is valuable and certainly in such vital questions where the health and happiness of children are concerned, should be heard and felt by those who are acting as their agents, but we must even then consider our duty unperformed if after providing commodious and comfortable buildings, we allow the teachers and pupils to occupy them without thought or care of our own as to their daily acts.

In reviewing the work of the year we find a radical change in methods and the customary changes in our corps of teachers. Early in the year a majority of the Board decided not to fill the office of Superintendent of Schools, and for clerical work elected a Secretary. Since that time the work of preparing examination questions has been performed by the teachers, this Committee reserving the right to pass judgment thereon. The Principals have held frequent meetings through the year and the assistants of like grade have occasionally met for consultation and comparison of work. On one or two occasions the Principals have met with this Committee and the work of the schools under their charge has been the subject of interesting discussion. More attention has been paid to reading, nearly all the schools having been supplied with supplementary matter at the discretion of the respective sub-committees. Many of the teachers have

expressed a desire for the use of text books in Elementary Geography. We have had this subject under consideration at several of our meetings, but decisive action has been delayed until the proper course shall be clearly delineated.

Our Primary Schools have labored under a serious difficulty for the last two years. Owing to the fact that many children were necessarily dismissed for the purpose of carrying warm dinners to their fathers, laboring at a distance from home, which interruption was productive of disorder in the class work, it was decided to reduce the morning session one-half hour. As the work was not proportionally reduced the limited term has afforded scant time for the studies assigned. We refer these matters to our successors, hoping that the proper solution of the difficulties may be made known and the evils remedied.

In the Bentley Primary, Miss Marion Chadwick resigned her position as teacher at the close of the school year and was succeeded by Miss Alice M. Jenks, formerly connected with the Endicott School, who was in turn succeeded by Miss Laura M. Carlton. In the Browne "2," Miss Eva M. Davis, the Principal, resigned her position in September and Miss Emma F. Earle was elected to fill the vacancy. Miss Ada B. Pike has been appointed to the position made vacant by Miss Earle's promotion. In June, Miss Mary E. Leavitt resigned her position as assistant in the same school and the pupils were assigned to the other rooms. In the early summer the depleted condition of the Pickman School made it advisable to close two of the rooms, dispensing with the services of two of the teachers. The school was reorganized by the election of Miss Harriet M. Stetson as Principal and Miss Sarah N. Littlefield as assistant. It has now been found after a few months' trial that the presence of a second class in the first room interferes

materially with the fitting of pupils for the Grammar School, and authority has been given the sub-committee to re-open a third room. At the September meeting the crowded condition of the first room of the Phillips Primary, the second room of the Oliver School, and the room in the Browne School occupied by one class of the Naumkeag, made the appointment of helpers a necessity. Miss Flora Z. Sibley was appointed at the Phillips, Miss Annie M. Hamblett at the Oliver, and Miss Annie V. Ward at the Browne.

One change has occurred in our Committee during the year, Mr. O. W. H. Upham, formerly in charge of the Browne schools, having resigned his position, and Mr. W. S. Nevins, elected to the Board to fill the position vacated by Dr. S. F. Chase, having been appointed to this Committee and assigned to these same schools.

The City Government of last year passed an ordinance whereby all repairs upon school buildings were to be made under the direction of the Committee on Public Property, and paid for from a special appropriation made by the City Council. Several of the school buildings have been greatly improved at small outlay, while others have received the more particular attention which their needs merited. Our last report called attention to the imperfect lighting of the Bertram School. After careful consideration it was decided to cut through the northern and southern walls, inserting therein four additional windows, while, to avoid the evils of cross lights and direct rays, the seats of the pupils and desks of the teachers were re-arranged.

It is a matter for regret that the Lincoln School, located on Fowler street, has been allowed to remain in its present inferior condition, when additional dressing rooms and changes of location of stairs could have been added and made at comparatively light expense. Attention has been

called to these defects for the past two years, but the appropriations seem to have expended themselves before reaching this building. We earnestly bespeak for this school the prompt attention of Committee on Public Property, trusting that the suggestions heretofore made may commend themselves to their judgment.

To the incoming City Government we make an earnest appeal for better accommodations for the Phillips Primary School. We can hardly be charged with exaggeration when we pronounce this school building a disgrace to the city. The subject has been so often before former City Governments that a recapitulation of defects seems needless. During the last months steps have been taken to provide some means for ventilating the close and odorous rooms, a matter which has been disregarded in the past because of the apparent uselessness of expending money on a building daily expected to receive its merited doom.

It is a matter for congratulation that the depressions near the Pickman school have been filled, thereby improving the sanitary condition of the neighborhood. The yard needs grading, as it did when public attention was called to the fact that each heavy rain flooded the grounds to the detriment of all connected with the school.

Although duty compels us to point out existing defects, which we hope may be remedied during the coming summer, yet we should not be unmindful of the great improvements made during the past few years, which we recognize as helpful and deserving of great praise. Our school buildings, taken as a whole, have not been in such excellent condition for many years and we are assured that the money has been well expended, which thus brings comfort and conveniences to our public schools.

With an increasing population, especially of children, it is not strange that we are continually asking for enlarged

accommodations, and our especial needs at present are for an entire reorganization in the lower portion of the city whereby the best use can be made of present room and that which would come with a new building; also in the upper section, where certainly two of the schools contain more pupils than can be easily accommodated. The proper remedy for this latter evil seems to be an enlargement of the Endicott school, located on Boston street, in order that the district limits of the Lincoln School may be carried farther towards the East and those of the Oliver school be thereby abridged. We deprecate the plan of locating isolated colonies in buildings which were never designed for school purposes, both on sanitary and educational grounds. We have in the Pickman School, located on Dunlap street, room for some fifty additional pupils, but the population in that vicinity is so meagre, and the distance which the children would have to travel is so great that it is practically unavailable.

In the internal work of the schools there are delicate but important interests, concerning which there is a difference of opinion in our Committee, and we ask of our successors only a careful consideration of the effects resulting from the recent rule of the School Board, whereby the authority to inflict corporal punishment was taken from the assistant teachers and vested in the Principals; also that the course of study may be deemed of sufficient interest to warrant more frequent meetings of the teachers and committee.

It has been a yearly custom for the Chairman of the different Visiting Committees to prepare a report of the year's work, interspersed with such suggestions as seem fitting, which, after receiving the approval of the respective committees, has gone abroad with the weight of their sanction. In this report, which marks the time when the present chairman closes his six years of continuous service,

permission has been given him to express his deep sense of obligation to those who have so kindly and faithfully co-operated with him in earnest endeavor to raise the standard of our Primary Schools. It is with the pleasantest feelings towards his old associates of the Board, and the greatest respect for those who are laboring in the schools to place before our little ones the highest ideal of citizenship and pure moral life, that this connection ceases to exist. Our faith in the sacredness of our work has never wavered; varied opinions have brought no accompanying harshness of judgment; ever before us has appeared the vision of that distant day when the progressive and earnest efforts of educational sympathizers shall have solved the problems which have seemed to us so difficult of solution.

For the Committee,

JOHN R. LAKEMAN, *Chairman.*

REPORT ON NAUMKEAG SCHOOL.

Our report of the Naumkeag School must necessarily be brief, since its present condition is so peculiar that its identity is scarce recognizable. Like that creation of fancy so well known to the admirers of our inimitable English caricaturist, it is simply waiting for something to turn up. The opening of the year found the school domesticated in the building located on the corner of Charter and Central streets, with an average attendance of about fifty pupils. This diminution was owing to the season of the year, the re-opening of the Jute Mills, and the fact of our limited and inconvenient surroundings. After mature deliberation, this Committee recommended a temporary dissolution of the school until a suitable building could be provided and the wants of the attendants be more adequately met.

The recommendation was adopted by the Board, and in May the change was made. The Principal, Miss Ada B. Pike, desiring the rest made necessary by the unusual vicissitudes attending her labor, was relieved from duty, while the assistant, Miss Sarah P. Clemons, was located, with her class of French children, in a vacant room of the Browne Primary "2." The conveniences of this pleasant room soon had their effect on the attendance, and the number increased so rapidly that in September it was found necessary to grant an assistant. The children of the upper room were divided among the schools of their respective districts, and in many cases it was found difficult to assign them a regular place in our graded schools because of their irregular attendance.

Although this division of our school has become practically united to the Primary as an ungraded class, yet we shall be pardoned for presenting a few details of work and results. We desire first to acknowledge our deep appreciation of the work performed by the lady in charge of the room. With affable and cheerful manners, and that practical understanding of the peculiar language spoken by these children of French parentage, she has succeeded in arousing the interest and eliciting the affections of the pupils to an unusual degree. The children are retained in the room until competent to speak and read English, when they are transferred to the proper classes of the school with which they are at present associated. In accordance with the order passed at the September meeting, Miss Annie V. Ward was appointed assistant and has rendered valuable service to the school.

The number of pupils at present registered is 101; number belonging, 75. The average daily attendance is about 60, although this is subject to contingencies. Most of these children are employed in our manufacturing establishments and are dependent on this little school for the instruction which they receive. The parents, as a rule, feel the need of their assistance in supporting the family after they attain the age of fourteen years, the limit of legal requirements for school attendance. The wise and beneficial law which regulates these questions of instruction and labor is very helpful in its application to the class of children we have among us, and the number is steadily increasing. We feel sure that neither the members of the Board, nor the public generally, would regret the time spent in a visit to this very interesting school, where the natural methods employed give freshness and vivacity to the exercises We earnestly recommend the continuance of a special committee on the Naumkeag School, and feel

hopeful that the importance of establishing a large ungraded school in our city may be made clear to our successors and all who are interested in our public schools.

For the Committee,

JOHN R. LAKEMAN, *Chairman.*

REPORTS OF COMMITTEE ON EVENING SCHOOLS.

CITY OF SALEM,
IN SCHOOL COMMITTEE, March 15, 1881.

Ladies and Gentlemen: The Committee on Evening Schools have deemed it proper to make at this time a report upon the full term of these schools for the season of 1880 and 1881, in lieu of waiting until the end of the year as heretofore. Previously, the annual reports have included portions of two different terms, and the Committee have thought it the better plan to make a complete statement at the close of the term, of the workings of the schools for the season.

The Schools were opened November 1st, 1880, the "Naumkeag," or Girls' School, under the charge of Miss Charlotte M. Newton, with one assistant, and the "Phillips" or Boys' School, with Miss M. A. Dunn, as Principal, and five assistants.

At the Girls' School, the attendance was quite small at the beginning of the term, (probably as the School Room, the third story of the brick block on St. Peters' Street, was in rather an out of the way location; many of the scholars of former years living in South Salem), but soon increased, as will be seen by the record. The average nightly attendance, was: November, 17 scholars; December, 22 scholars; January, 23 scholars; February, 13 scholars; making for the term an average of 19 per evening, of whom

50 per cent. were house servants, 38 per cent. were Mill Operatives and 12 per cent. were of other occupations.

The studies pursued were Reading, Writing, Grammar and Arithmetic.

The attendance varied considerably from week to week; owing chiefly to the fact that the largest proportion of the scholars were, from the nature of their occupations, unable to attend but two or three evenings in a week: but we found in our visits to the school, that they were diligent in their studies, and showed a marked improvement in their Reading and Penmanship during the term. The Committee were pleased to find that several of the scholars expressed their satisfaction at what they had been able to learn, and also their regret at the closing of the school.

The Boys' School.—At the opening of this school there was a large, and we must say an unruly, attendance; but the teachers with the help of the Committee then in charge soon brought the school to an orderly condition, and in a few evenings it settled down into a quiet, well-ordered school. The attendance here has been very good and regular; many of the scholars are certainly entitled to credit for their attendance, after working at hard labor from early morning till night.

The average nightly attendance has been as follows:

November,	88
December,	54
January,	42
February,	37

Averaging 56 for each evening of the term. The age of the youngest scholar was 14, the oldest, 36. The studies have been Reading, Writing, Spelling, Arithmetic, Book-Keeping, with readings in the History and the Constitution

of the United States. There has been a large class of French scholars, who have been regular in attendance and have made good progress in the English language and reading, under the tuition of Miss Ward.

The Class in Book-Keeping have been regular in attendance and diligent in study, throughout the term; and at the close shew a very good understanding of the elements of that study, and also of mercantile arithmetic. Of those who were pursuing the ordinary course of studies, the attention and progress was all that could reasonably be expected,—as in all other schools, some were careless, and some were dull, but the majority seemed desirous of instruction, and the Committee trust that all received some benefit.

It may appear to some who hear this report, that the corps of teachers was large. Owing to the character of the school, it could not be divided into classes. Except the French and the class in Book-Keeping,—they requiring, each, one teacher,—and because of somewhat irregular attendance, and from other circumstances, the remainder of the scholars, twenty-five or thirty in number, had to receive individual teaching.

No words in commendation of the teachers, from the Committee, seem to be necessary, after witnessing the kindly expressions of regard from their pupils to them on the last evening of the term.

The Committee are of the opinion that other rooms than those used by the Day Schools, are much to be desired for the Evening Schools, and hope that before the next Winter term begins some arrangements will be made therefor.

In view of the falling off in the attendance, after the first few weeks of the term, it has been suggested that an entrance fee be required, to be deposited by the pupils, the same to be returned to them after a regular attendance of a

month ; and a like deposit to be taken for another month, and so on; to be forfeited if the scholar leaves the school, or is not regular in attendance. The Committee have not considered this matter at all, but hope before the Winter term, to devise some plan, by which to secure a larger and more regular attendance at both of the schools, for we certainly think that they are very beneficial to those who do attend them,—and many of the young of both sexes, whom we see on the streets every evening, would be much better off in the schools which our city holds open to them.

In closing, the Committee would respectfully suggest that the amount of compensation of teachers of the Evening Schools be fixed by the Board, instead of by the Committee on those Schools, and that the Rules and Regulations may be amended to that effect.

Respectfully,

For the Committee,

N. H. MILLETT, *Chairman.*

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 19, 1881.

The Committee on Evening Schools respectfully report that these schools were opened on Monday evening, November 7, 1881.

For the Boys' School, the teachers are as follows :

Principal,	Caleb B. Frye,	$40.00	per month.	
Assistant,	Eva J. Roberts,	20.00	"	"
"	M. J. Ashby,	20.00	"	"
"	M. E. Rowley,	20.00	"	"
"	Annie V. Ward,	25.00	"	"
"	M. A. Smith,	20.00	"	"
"	M. E. Ward,	20.00	"	"

Miss Smith resigned her situation early in December.

For the Girls' School :

Principal,	Miss Caroline Tarr,	$25.00	per month.	
Assistant,	Miss L. H. Files,	20.00	"	"

The average attendance at the Schools has been :

Boys, November, 102 ; Two weeks in December, 58.

Girls, November, 32 ; Two weeks in December, 19.

Respectfully,

For the Committee,

N. H. MILLETT, *Chairman.*

REPORT OF COMMITTEE ON VOCAL MUSIC.

IN SCHOOL COMMITTEE,
SALEM, Dec. 19, 1881.

The Committee on Vocal Music respectfully report that instruction in this Science, under the charge of Prof. O. B. Brown, is steadily progressing. The aspects of this work in the High School are especially interesting and encouraging. The present corps of the School includes a large number who have had the advantages of Mr. Brown's teaching since his coming to Salem, and the intelligent interest which they bestowed upon his efforts is now yielding a good return.

We are justified in reporting that the High School Principal, who looked with indifference upon the re-introduction of this work among his classes, expresses his unqualified approbation of its present conditions, and is desirous to so far extend its practice, as to have singing a part of the opening exercises of every day.

In the Grammar and Primary grades the same faithful quality of work is in performance.

On the 1st day of July, last, the elder pupils of the Grammar Schools, something more than four hundred and fifty in number, were gathered at Bowditch Hall, and in the presence of upwards of eight hundred of interested friends rehearsed the pieces which they were at that time practicing as their regular work in separate schools. As an exposition of the routine of study and practice it was entire-

ly satisfactory, notwithstanding the fact that a sudden, violent storm rendered the closing of windows a necessity,—thus creating an atmosphere and conditions highly unfavorable.

JAS. DONALDSON,
MARY G. WARD,
EDWIN H. DODGE,
} *Committee.*

REPORT OF COMMITTEE ON DRAWING.

IN SCHOOL BOARD,
CITY OF SALEM, Dec. 19, 1881.

The Evening Drawing School, Mechanical and Freehand —over which this special Committee has charge, was opened early in November. The Mechanical department, with a larger attendance than last year, has still the advantage of the same practical instructor, Mr. Wm. D. Dennis, who has so faithfully performed the work for several years past.

In the Freehand Department radical changes have been made in its instructors, the wisdom of which changes the brief time since the school was opened prevents us from correctly estimating. But that a change was wise, your Committee have little doubt, and are happy to be able to report that it is in the interest of economy, and so far as a few weeks can indicate, a gain also, is shown in efficiency. The new instructors, Messrs. Benson and Redmond, are Salem young men, who come to their work highly recommended by the gentleman in charge of the Art Museum in Boston. We are pleased to note the enthusiastic spirit with which they begin their labors, and the evident interest they awaken among the scholars for earnest art work.

The number enrolled was in the Mechanical course, 34, —with an average attendance of 20; and in the Freehand course, 70,—with an average attendance of 45.

For the Committee,
O. W. H. UPHAM,
Chairman.

APPENDIX.

I. Census of children, 5 to 15 years old, taken in May, for the past five years :

	1877.	1878.	1879.	1880.	1881.
Whole number of such,	4460	4576	4673	4862	4900
Number of same, at School,	3771	3878	4050	4180	4285
Number of same, not there,	689	698	623	682	615

N. B.—Most of these non-attendants were children six years of age, or younger, invalids, or children at work by permission.

II. Enrollment of children at public and private day schools, and Colleges ascertained by May census, the first five years.

	1877.	1878.	1879.	1880.*	1881.
Number of such, over 15 years old,	434	453	305	389	460
Number of all ages, at School,	4205	4331	4355	4569	4745
Of whom there were in private schools,	773	927	1040	1210	1281
Number, of all ages, in public schools,	3432	3404	3315	3359	3454

*The column of 1880, will be found to differ from the similar column in the printed School Report of 1880, and is now very nearly correct. Some allowance must be made, in all the calculations, for inperfections in the census.

III. ABSTRACT OF THE SCHOOL CENSUS, OF MAY, 1881.

WARD.	NO. OF CHILDREN BETWEEN 5 & 15 YRS. OLD.							NO. OF SCHOLARS OVER 15 YEARS OLD.					TOT'L OF ALL AGES.	CLASSIFICATION OF ATTENDANCE AT PRIVATE SCHOOLS, ETC.							
	IN PUBLIC SCHOOLS.		IN PRIVATE SCHOOLS, &C.		NOT ATTENDING SCHOOLS.		TOTAL.	IN PUBLIC SCHOOLS.		IN PRIVATE SCHOOLS, &C.		TOTAL.		COLLEGES.	PRIVATE SCHOOLS.	ROM. CATH. SCHOOLS.	CHARITABLE INSTITUT'NS.	REFORM'Y INSTITUT'NS.	WHOLE NO. OF SUCH.		
	BOYS.	GIRLS	BOYS.	GIRLS.	BOYS.	GIRLS.		BOYS.	GIRLS.	BOYS.	GIRLS								BOYS.	GIRLS	Total
I.	333	175	26	171	67	49	821	13	13	10	12	48	869	7	4	179	....	29	36	183	219
II.	326	250	25	77	41	30	749	27	46	9	11	93	842	10	60	52	....	....	34	88	122
III	230	133	13	106	31	16	529	21	28	9	22	80	609	8	40	102	....	....	22	128	150
IV.	355	206	19	176	40	49	845	25	35	8	9	77	922	11	33	167	1	....	27	185	212
V.	414	243	95	318	110	92	1272	28	33	10	22	93	1365	19	33	345	48	....	105	340	445
VI.	295	178	2	119	44	46	684	36	21	3	9	69	753	6	3	124	....	....	5	128	133
Total	1,953	1,185	180	967	333	282	4,900	150	176	49	85	460	5360	61	173	969	49	29	229	1052	1281

IV. The absence of teachers for the school year, as shown by the monthly reports of the various schools, was, in half days, as follows :—High, 4 ; Bowditch, 15 ; Phillips Grammar, 31 ; Pickering, 260 ; Saltonstall, 24 ; Bentley Primary, 130 ; Bertram, 5; Browne I, 33 ; Browne II, 64 ; Carlton, 25 ; Endicott. 33 ; Lincoln, 2 ; Oliver, 1 ; Phillips Grammar, 8 ; Pickman, 20 ; Prescott, 6 ; Upham, 27 ; Naumkeag, 23. Total, 711 half days.

Substitutes were employed the following number of half days, viz. :—Bowditch, 14 ; Phillips Grammar, 23 ; Pickering, 246 ; Bentley Primary, 114 ; Browne I, 28 ; Browne II, 40 ; Carlton, 23 ; Endicott. 20 ; Phillips Primary, 4 ; Prescott, 2 ; Upham, 13 ; Naumkeag, 22. Total, 549 half days.

V. Ages of pupils in September, 1880, when entering the grades severally enumerated :—

	Oldest Pupil.		Youngest Pupil.		Average Age.	
	yr.	mo.	yr.	mo.	yr.	mo.
High School, Senior Class,	19	2	14	11	17	4½
Sub-Senior,	19	11	13	7	16	1
Ex-Junior,	19	8	13	7	16	1
Junior,	17	6	13	2	15	0
Grammar Schools, Class I,	18	6	11	7	14	6
" II,	17	3	10	7	13	9
" III,	16	3	10	1	13	1
" IV,	17	9	9	7	12	3
" V,	17	0	8	0	11	6
Primary Schools, " I,	15	1	7	3	10	3
" II,	14	2	6	6	9	2
" III,	12	11	5	1	7	9
" IV,	13	0	4	8	6	5
Naumkeag School,	15	0	6	0	10	10

VI. Number of graduations or promotions to higher schools, July, 1881 :—

Primary Schools : Bentley, 33 ; Bertram, 31 ; Browne I, 22 ; Browne II, 21; Carlton, 28 ; Endicott, 18; Lincoln, 32 ; Oliver 38 ; Phillips, 29 ; Pickman, 9 ; Prescott, 29 ; Upham, 32. Total, 322.

Grammar Schools : Bentley, 14 ; Bowditch, 38 ; Phillips, 11 ; Pickering, 13 ; Saltonstall, 14. Total, 90.

High School, 18.

VII. Account of service of truant officer for the school year 1880-81:—Visits to Schools, 1,702; attendance at court, eight times ; attendance at school exhibitions, one half day,—besides visits at mills, etc., reports to Superintendent or Secretary, etc., and other duties as in previous years.

Cases of absenteeism, not truancy, investigated, 2,568, as follows:—

Grammar Schools :—Bentley, 4 ; Bowditch, 797 ; Phillips, 365 ; Pickering, 20 ; Saltonstall, 211. Total, 1,397.

Primary Schools :—Bentley, 5 ; Bertram, 18 ; Browne I, 126; Browne II, 179 ; Carlton, 29 ; Endicott, 235 ; Lincoln, 41 ; Oliver, 10 ; Phillips, 124; Pickman, 167 ; Prescott, 97 ; Upham, 3. Total, 1,034.

Naumkeag School, 137.

Cases of truancy discovered, 409, as follows :—

High School, 1.

Grammar Schools :—Bentley, 2 ; Bowditch, 125 ; Phillips, 53 ; Pickering, 5 ; Saltonstall, 18. Total, 203.

Primary Schools :—Bentley, 1 ; Bertram, 4 ; Browne I, 26 ; Browne II, 17 ; Carlton, 12 ; Endicott, 30 ; Lincoln, 7 ; Oliver, 8 ; Phillips, 29 ; Pickman, 15; Prescott, 32 ; Upham, 2. Total, 183.

Naumkeag School, 22.

VIII. Rates of tuition for non-resident pupils, to be paid semi-annually in advance,—i. e., before pupils are permitted to receive instruction for the term :—

High School,	$50 00	per year ;	$25 00	each	payment.
Grammar Schools,	30 00	" "	15 00	"	"
Primary Schools,	20 00	" "	10 00	"	"

IX. A.—STATISTICS, FROM SEPTEMBER, 1880, TO JULY, 1881.

SCHOOL.	NUMBERS ENROLLED.								AVERAGE DAILY BELONGING.								AVERAGE DAILY ATTENDANCE.							
	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.	BOYS.	GIRLS.	BOTH SEXES, BY CLASSES.					TOTAL.
			I	II	III	IV	V				I	II	III	IV	V				I	II	III	IV	V	
High	—	—	22	32	48	71	—	173	—	—	21	30	46	66	—	163	—	—	20	29	45	64	—	158
GRAMMAR:																								
Bentley	—	183	18	27	41	41	56	183	—	169	17	26	37	36	53	169	—	147	15	22	33	31	46	147
Bowditch	295	167	56	51	99	118	138	462	261	151	52	46	90	99	125	412	233	135	49	42	79	88	110	368
Phillips	246	—	11	21	48	72	94	246	222	—	10	20	40	67	85	222	203	—	9	18	37	61	78	203
Pickering	97	71	14	28	40	42	44	168	91	67	13	26	38	41	40	158	85	63	12	25	36	38	37	148
Saltonstall	160	118	29	28	36	90	95	278	140	104	26	25	33	80	80	244	131	94	25	23	31	73	73	225
Total, Gram.	798	539	128	155	264	363	427	1,337	714	491	118	143	238	323	383	1,295	652	439	110	130	216	291	344	1,091
PRIMARY:																								
Bentley	—	195	46	51	45	53	—	195	—	162	41	41	35	45	—	162	—	113	33	29	25	26	—	113
Bertram	96	75	40	38	38	55	—	171	82	61	37	34	34	38	—	143	69	50	33	29	28	29	—	119
Browne, I.	125	37	27	38	52	45	—	162	99	27	24	35	32	35	—	126	84	22	21	29	28	28	—	106
Browne, II.	136	71	29	43	88	47	—	207	77	41	26	31	26	35	—	118	65	32	23	26	22	26	—	97
Carlton	103	68	30	38	35	68	—	171	97	61	29	36	34	59	—	158	80	49	25	29	27	48	—	129
Endicott	139	58	27	39	40	91	—	197	124	50	28	34	39	73	—	174	102	35	24	28	32	53	—	137
Lincoln	133	67	38	50	50	62	—	200	119	58	37	45	47	48	—	177	102	50	33	38	42	39	—	152
Oliver	170	121	43	51	60	137	—	291	148	113	41	50	61	109	—	261	124	90	37	43	49	85	—	214
Phillips	264	—	49	47	52	116	—	264	221	—	42	45	42	92	—	221	191	—	39	40	38	74	—	191
Pickman	84	38	20	24	27	51	—	122	68	21	18	17	23	31	—	89	55	18	16	14	19	24	—	73
Prescott	135	51	33	44	48	61	—	186	117	48	33	43	43	46	—	165	98	38	29	37	35	35	—	136
Upham	109	74	33	39	44	67	—	183	89	67	30	36	38	52	—	156	78	57	28	32	33	42	—	135
Total, Primary	1,494	855	415	502	579	853	—	2,349	1,241	709	386	447	454	663	—	1,950	1,048	554	341	374	378	509	—	1,602
Naumkeag	97	25	—	—	—	—	—	122	46	5	—	—	—	—	—	51	29	4	—	—	—	—	—	33
Total, Schools,	—	—	—	—	—	—	—	3,981	—	—	—	—	—	—	—	3,369	—	—	—	—	—	—	—	2,884

IX. B.—STATISTICS, SUPPLEMENTARY.

SCHOOL.	Per cent. attendance, 1880-81.	Average No. of pupils taught by each teacher	Cases of Tardiness, 1880-81.	Half-days of Truancy, 1880-81.	Cases of Corporal Punishment.	Half-days' absence of Teachers, 1880-81.	Half-days employment of Substitutes.	Teachers, School year, 1880-81.	Of same, No. of Normal School Graduates.	No. of Teachers, Dec. 1881.	Study Rooms.	NUMBER OF SITTINGS, BY CLASSES. I	II	III	IV	V	Total	BUILDINGS AND LOTS. Erected.	Remodeled.	Valuation.	Size of Lots in Square Feet.
High	97	23	286	7	1	4	0	7	2	7	2	—	—	—	—	—	224	1855	1871	$20,000	12,104
GRAMMAR:																					
Bentley	87	37	115	0	0	0	0	4	0	4	4	47	—	48	48	48	191	1861	—	$30,000	19,450
Bowditch	89	41	980	200	161	15	14	9	7	10	10	43	49	98	147	134	471	1870	—	85,000	24,200
Phillips	91	40	394	75	101	31	23	6	4	7	7	42	—	84	96	102	318	1869	—	15,000	18,000
Pickering	94	37	286	5	19	260	246	4	2	4	4	49	—	49	49	51	198	1862	—	20,000	16,000
Saltonstall	92	32	152	31	53	24	0	7	5	7	7	48	48	48	96	96	336	1874	—	16,000	20,040
Total, Gram.	91	36	1,927	311	334	330	283	30	18	32	32	229	97	327	430	431	1,514	—	—	$166,000	97,690
PRIMARY:																					
Bentley	70	28	983	6	3	130	114	4	3	4	4	52	56	48	48	—	204	—	—	—	—
Bertram	83	30	319	3	1	5	0	4	2	4	4	48	48	48	48	—	192	1879	—	$13,030	20,300
Browne, I.	84	27	234	37	76	33	28	4	3	4	4	48	48	56	54	—	206	1847	1870	20,000	12,975
Browne, II.	82	24	317	47	42	64	40	4	0	5	4	49	49	48	54	—	200	—	—	—	—
Carlton	81	32	660	4	5	25	23	4	2	4	4	50	49	49	56	—	204	1875	—	10,000	18,085
Endicott	84	29	671	49	81	33	20	5	2	5	4	46	56	56	56	—	214	1869	—	16,000	11,740
Lincoln	80	38	472	14	21	2	0	4	4	4	4	48	48	48	48	—	192	1851	—	6,000	6,700
Oliver	82	31	1192	9	18	1	0	7	3	8	5	42	45	48	97	—	232	1818	1878	15,000	10,890
Phillips	86	38	609	49	69	8	4	5	3	6	5	50	52	55	105	—	262	1841	—	20,000	18,000
Pickman	82	18	427	23	27	20	0	4	3	3	3	48	48	—	48	—	144	1872	—	9,000	15,380
Prescott	82	34	388	53	26	6	2	4	3	4	4	50	50	50	60	—	210	1871	—	10,000	12,357
Upham	86	34	274	4	31	27	13	4	1	4	4	44	44	44	59	—	191	1851	—	13,000	24,100
Total, Primary	82	31	6,546	298	400	354	244	33	29	55	49	575	593	550	733	—	2,451	—	—	$132,030	150,527
Naumkeag	65	17	617	26	38	23	22	2	2	0	0	—	—	—	—	—	0	—	—	—	—
Total, Schools	86	32	9,376	642	773	711	549	92	51	94	83	—	—	—	—	—	4,189	—	—	$318,030	260,321 Nearly 6 acres.

X. GRADUATES, JULY, 1881.

HIGH SCHOOL.

Charles S. Balcomb,
Horace I. Bettis,
Bradley D. Goldthwaite,
Edmund W. Longley,
Horatio P. Peirson,

Mary E. Arvedson,
Adeliza A. Blake,
E. Frances Chase,
Hattie M. Chase,
Minnie C. Moore,
Mary E. Nichols.
Annie T. Peabody,
Mary P. Perkins,
Martha L. Roberts,
Marietta B. Rowell,
Ida E. Shapleigh,
Grace A. Tuttle,
Maud S. Wheeler.

GRAMMAR SCHOOLS.

[Those marked with a * entered the High School]

BENTLEY GRAMMAR.

Mary E. Brooks,
*Alice C. Dodge,
*Clara L. Forness,
*Emma F. Frisbee,
*A. Beatrice Grant,
Lizzie D. Harris,
*Matilda I. Henderson,
*Marion P. Lambert,
*Gertrude W. Odell,
*Alice G. Hamond,
*Carrie B. Story,
Margaretta Thompson,
*Alice B. Upton,
*Frances Whitehouse.

BOWDITCH GRAMMAR.

Arthur Daniels Beckford,
*George Augustus Chambers,
Arthur Francis Cohane,
William Clifford Clapp,
*Charles Vincent Comer,
*Arthur Lincoln Doyle,
Daniel Edward Donovan,
*Daniel Duggan,
*William Frost,
*John Henry Ganley,
Thomas Francis Grace,
*Arthur Llewellyn Lougee,
John Joseph McCarthy,
*Peter Lawrence Mitchell,
Matthias Jerome O'Keefe,
James Alphonsus O'Rourke,
Francis Charles Sheridan,
Arthur Lionel Tibbetts,
*Frank Rogers Treadwell,
*John Gellison Waters.

*Anna Frances Andrews,
Kate Louisa Babcock,
Bertha Estelle Cann,
*Ann Perley Felt,
Clara Henfield Ferguson,
Minnie Louise Hobbs,
*Myra Jenks,
*Harriet Weeks Kinsman,
*Carrie Adams Mackenzie,
Annie Laurie Murray,
Florence Eliza Millett,
*Jane Warren Pitman,
*Nancy Rosamond Perkins,
Etta Lois Savory,
Mary Elizabeth Turner,
*Sarah Annie Tomlinson,
*Grace Oliver Thayer,
*Lizzie Frances Williams.

PHILLIPS GRAMMAR.

*James Edward Fitzgerald,
*Harry Colford Gauss,
*James Ropes Harris,
*George Robert Lord, Jr.,
*Seth Frederick Low,
*Milo Arthur Newhall,
*Harry Winsor Packard,
Alfred Richardson,
*Frank Osgood Sanborn,
George Wilson Sargent,
*Richard Elwood Dodge.

PICKERING GRAMMAR.

Edwin Lincoln Ashby,
James Joseph Cavin,
*Benjamin Franklin Nason,
*Philo Frank Packard,
Addison Perkins Reed,
Peter Paul Reynolds,
John Henry Sibley,
*Salenda Evelyn Averell,
Eva Louise Creesy,
*Annie Moore Hanson,
*Lucinda Whipple Ropes,
*Harriet Brooks Smith,
Emma Genevra Webster.

SALTONSTALL GRAMMAR.

*Bertram Ballin Conrad,
William Edward Hill,
*Howard Leroy Horton,
*James Joseph Mahoney,
*Ara Nathaniel Sargent,
*Edward Valentine Shepard,
William Joseph Savage.
*Mabelle Bachelder,
*Emma Stetson Brooks,
Jennie Symonds Lewis,
*Sarah Lizzie Mullin,
Helen Althea Pickering,
Emma Marion Stone,
*Mary Livingston Stevens.

XI. LIST OF BOOKS USED IN THE PUBLIC SCHOOLS OF SALEM.

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HIGH SCHOOL.

Dictionaries:—Spiers & Surenne's French; Adler's German; Lidell & Scott's Greek ; Andrew's Latin.

English :—Hart's Rhetoric ; Hudson's Plays.

French :—Otto's Grammar ; La Fontaine's Fables ; Petités Causeries ; Sauveur's Grammar ; Le Cid ; Athalie ; Le Misanthrope ; Le Bourgeois Gentilhomme ; College Series of French Plays ; Le Philosophe sous les toits ; Nouvelles Genevoises ; Demogeot é Histoire de la Litterature francaise.

German :—Ahn's Grammar ; Adler's Reader ; Undine.

Greek :—Goodwin's Grammar and Reader ; Jones' Prose Composition ; White's Lessons ; Keep's or Boise's Homer's Iliad.

Latin :—Harkness's Grammar, Reader and Prose Composition ; Cæsar's Commentaries ; Cicero ; Virgil.

History :—Swinton's Outlines.

Mathematics—Crittenden's Commercial Arithmetic ; Greenleaf's Algebras ; Wentworth's Geometry ; Duff's Book-Keeping and Blanks.

Science :—Eliot & Storer's Chemistry ; Quackenbos's Natural Philosophy; Gray's School and Field Book of Botany; Steele's Physiology; Warren's Physical Geography; Dana's Text Book of Geology ; Lockyer's Astronomy ; Robinson's Surveying and Navigation ; Morse's Zoology ; Champlin's Political Economy.

GRAMMAR SCHOOLS.

Arithmetic :—Franklin Written ; Hagar's Common School ; Colburn's First Lessons.

Dictionaries:—Worcester's Primary, Elementary or Comprehensive.

Drawing :—Smith's large, small and old series.

Grammar :—Kerl's Common School.

Geography:—Guyot's Intermediate; Scribner's Geographical Reader.

History :—Barnes's Brief History of U. S. ; Higginson's Young Folks U. S.

Readers and Spellers :—Franklin 4th, 5th and 6th, and Intermediate; Appleton's 5th, (for sight reading); Worcester's Comprehensive Speller.

Writing :—Duntonian System ; Payson, Dunton & Scribner's.

PRIMARY SCHOOLS.

Arithmetic :—Franklin Primary and Elementary.

Dictionary :—Worcester's Primary.

Drawing :—Thyng's Primary.

Geography :—Scribner's Geographical Reader.

Readers and Spellers :—Franklin 1st, 2nd and 3rd, and Intermediate ; Monroe's 1st and 2nd Reader and Chart Primer ; McGuffey's Eclectic ; Sheldon's 1st, 2nd and 3rd ; Appleton's 2nd.

Writing :—Duntonian Primer; Payson, Dunton and Scribner's Shorter Course.

ALL THE SCHOOLS.

Music :—Mason's Series Music Readers. Eichberg's High School Music Reader, in High School.

XII. CORPS OF TEACHERS.—Dec., 1881.

[A prompt notice of change of residence is requested by the Secretary. The date of first election in Salem is given in Roman type. If the teacher had previously served elsewhere, the earliest date of such appointment is stated in *italics*. The names of Principles appear in SMALL CAPITALS; those of teachers not yet elected in *italics*; others, in Roman type.]

HIGH SCHOOL, BROAD STREET,

NAME.	POSITION.	SALR'Y	DATE OF ELECTION.	RESIDENCE.
JOHN W. PERKINS,	Master	$2,500	November, 1865. *Dec.*, 1862.	6 Linden.
Arthur L. Goodrich,	Sub-Master	1,200	October, 1874.	7 Piedmont.
Susan A. Osgood,	First Asst.	1,100	February, 1868. *Sept.*, 1858.	Chelsea.
Mary J. Thayer,	Assistant	650	October, 1867. *Sept.*, 1863.	34 Broad.
Annie C. Draper,	Assistant	650	March, 1870. *April*, 1867.	260 Essex.
Mary L. Chapman,	Assistant	650	September, 1875. *April*, 1874.	3 Harris'n Av.
Alice Jenkins,	Assistant	650	October, 1876. *March*, 1865.	Lynn.
		$7,400		

BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	HANNAH E. CHOATE.	Principal	$1,800	April, 1873. *Dec.*, 1857.	23 Norman.
III.	Mary A. Coleman,	First Asst.	600	Sept., 1846.	3 Winter.
IV.	Mary A. Gage,	Assistant	500	Sept., 1878. *Apr.*, 1871.	46 Essex st.
V.	Eliza G. Cogswell,	Assistant	500	Sept., 1855.	46 Essex st.
			$3,400		

[illegible] SCHOOL, [illegible] RIPLEY STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	[illegible]	Principal	[illegible]	[illegible]	20 Winthrop.
II.	[illegible]	Assistant	[illegible]	[illegible]	1 Holly.
III.	Emma A. [illegible]	Assistant	[illegible]	May, [illegible]	13 Chestnut.
IV.	Mary [illegible]	Assistant	[illegible]	June, [illegible]	38 Lafayette.
			[illegible]		

[illegible] SCHOOL, [illegible] RIPLEY STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	[illegible]	Principal	[illegible]	Feb., [illegible]	35 Hazel.
II.	[illegible]	Assistant	[illegible]	Feb., [illegible]	16 Prescott.
III.	[illegible]	Assistant	[illegible]	May, [illegible]	[illegible] Essex.
III.	[illegible]	Assistant	[illegible]		13 Herbert.
IV.	[illegible]	Assistant	[illegible]	Feb., [illegible]	[illegible] Washing'n
			$[illegible]		

CARLTON SCHOOL, SKERRY STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	CAROLINE P. DALTON,	Principal	$600	Jan., 1855.	40 Wash'n Sq.
II.	Abby L. Burnham,	Assistant	500	April, 1876.	18 Andrew.
III.	H. Augusta Moulton.	Assistant	500	April, 1866.	105 Federal.
IV.	Lanrette P. Emerson,	Assistant	500	June, 1881.	193 Bridge.
			$2,100		

ENDICOTT SCHOOL, BOSTON STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	ABBY F. NICHOLS,	Principal	$600	June, 1862.	146 Federal.
II.	Sarah F. Daniels,	Assistant	500	Sept., 1864.	Peabody.
III.	Caroline Stevens.	Assistant	500	March, 1848.	20 Winthrop.
IV.	Mary B. Chamberlain,	Assistant	500	Oct., 1876.	15 Margin St.
IV.	*Laura M. Carlton,*	Assistant	200		87 North.
			$2,300		

SALTONSTALL GRAMMAR, HOLLY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	OWEN B. STONE.	Principal	$1,800	Sept., 1873. *Sept.*, 1854.	1 Holly.
II.	Ella F. Kehew,	First Asst.	600	March, 1865.	5 Holly.
III.	Georgiana Lewis,	Assistant	500	Oct., 1867.	4 Porter.
IV.	Georgiana R. Kehew,	Assistant	500	Sept., 1870.	5 Holly.
IV.	Abby A. Grant,	Assistant	500	Jan., 1870.	6 Andrew.
V.	Alice P. Jackman,	Assistant	500	Sept., 1878.	7 Hancock.
V.	Sarah E. Towne,	Assistant	500	Nov., 1871.	15 Gardner.
			$4,900		

BENTLEY PRIMARY, ESSEX STREET,

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	S. AUGUSTA BROWN,	Principal	$600	Nov., 1842.	54 Wash'n sq.
II.	*M. Ella Cressey,*	Assistant	400		17 Mt. Vernon
III.	Margaret M. Haskell,	Assistant	500	Jan., 1866.	54 Wash'n sq.
IV.	Alice M. Jenks,	Assistant	500	Nov., 1881.	12 Summer.
			$2,000		

BERTRAM SCHOOL, WILLOW AVENUE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HARRIET M. TYLER,	Principal	$600	Sept., 1857.	7 Cherry.
II.	Susan M. Glover,	Assistant	500	Oct., 1871.	46 Endicott.
III.	Kate E. Batchelder,	Assistant	500	Oct., 1872.	108 Lafayette
IV.	Harriet P. Gill,	Assistant	500	Sept., 1873.	108 Lafayette
			$2,100		

BROWNE SCHOOL (I), ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	MATILDA POLLOCK,	Principal	$600	Nov., 1863.	10 Winthrop.
II.	Martha P. Ober,	Assistant	500	Nov., 1879.	1 Holly.
III.	Emma A. Graves,	Assistant	500	May, 1870.	15 Chestnut.
IV.	Mary J. Bigelow.	Assistant	500	June, 1881.	56 Layfayette.
			$2,100		

BROWNE SCHOOL (II), ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	EMMA F. EARLE,	Principal	$600	Feb., 1877.	35 Hazel.
II.	Ada B. Pike,	Assistant	500	Feb., 1879.	16 Prescott.
III.	Sarah P. Clemons,	Assistant	500	May, 1880.	403½ Essex.
III.	*Annie V. Ward,*	Assistant	200		19 Herbert.
IV.	Julietta M. Averill.	Assistant	500	Feb., 1876-	280 Washing'n
			$2,300		

CARLTON SCHOOL, SKERRY STREET.

CLASS.	NAME.	POSITION	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	CAROLINE P. DALTON,	Principal	$600	Jan., 1855.	40 Wash'n Sq.
II.	Abby L. Burnham,	Assistant	500	April, 1876.	18 Andrew.
III.	H. Augusta Moulton,	Assistant	500	April, 1866.	105 Federal.
IV.	Laurette P. Emerson,	Assistant	500	June, 1881.	193 Bridge.
			$2,100		

ENDICOTT SCHOOL, BOSTON STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	ABBY F. NICHOLS,	Principal	$600	June, 1862.	146 Federal.
II.	Sarah F. Daniels,	Assistant	5 00	Sept., 1864.	Peabody.
III.	Caroline Stevens,	Assistant	500	March, 1848.	20 Winthrop.
IV.	Mary B. Chamberlain,	Assistant	500	Oct., 1876.	15 Margin St.
IV.	*Laura M. Carlton,*	Assistant	200		87 North.
			$2,300		

XIII. (1.) TRUANT OFFICERS

NAME.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
John W. Libbey,	$800	February, 1874.	3 Osborne.
Frederick H. Hunt,	10	January, 1877.	17 Hardy,
	$810		

2. JANITORS.

NAME.	SAL'RY.	RESIDENCE.	SCHOOLS.
B. E. Burchsted,	$250		1—Phillips Grammar.
Luke E. Friend,	550	3 Lynn.	4—Carlton, Endicott, Lincoln, and Prescott.
Frederick H. Hunt,	425	17 Hardy.	2—Bentley and Phillips Primary.
A. S. Jillson,	100		1—Brown street rooms.
Joseph Tomlinson,	650	36 Albion.	1—Bowditch.
Joseph H. Torr,	400	24 Symonds.	3—North Salem.
John S. Wardwell, Jr.,	400	12½ Mt. Vernon	2—High and Oliver.
John W. Wheeler,	650	4 Harrison Av.	3—South Salem.
	$3,425		

PICKMAN SCHOOL, DUNLAP STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I, II.	HARRIET M. STETSON,	Principal	$600	April, 1873.	59 Barr.
II, III.	*Ella F. Carr,*	Assistant	400		204 North.
IV.	Sarah N. Littlefield,	Assistant	500	Sept., 1873.	31 Upham.
			$2,500		

PRESCOTT SCHOOL, HOWARD STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	R. ANNA HARRIS.	Principal	$600	June, 1879.	15 Federal.
II.	Clara P. Wardell,	Assistant	500	July, 1874.	20 Hawthorne.
III.	Kate M. Gray,	Assistant	400	April, 1880.	13 Mall.
IV.	Myra Hall,	Assistant	500	July, 1875.	7 Daniels.
			$2,000		

UPHAM SCHOOL, NORTH STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	MARIA CUSHING,	Principal	600	March, 1847.	83 Summer.
II.	Elizabeth C. Russell,	Assistant	500	Sept., 1854.	2 Eaton Place.
III.	Emily S. Phelps,	Assistant	500	March, 1870.	16 Federal.
IV.	Laura J. Symonds,	Assistant	500	Oct., 1876.	68 Buffum.
			$2,100		

XIII. (1.) TRUANT OFFICERS

NAME.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
John W. Libbey,	$800	February, 1874.	3 Osborne.
Frederick H. Hunt,	10	January, 1877.	17 Hardy,
	$810		

2. JANITORS.

NAME.	SAL'RY.	RESIDENCE.	SCHOOLS.
B. E. Burchsted,	$250		1—Phillips Grammar.
Luke E. Friend,	550	3 Lynn.	4—Carlton, Endicott, Lincoln, and Prescott.
Frederick H. Hunt,	425	17 Hardy.	2—Bentley and Phillips Primary.
A. S. Jillson,	100		1—Brown street rooms.
Joseph Tomlinson,	650	36 Albion.	1—Bowditch.
Joseph H. Torr,	400	24 Symonds.	3—North Salem.
John S. Wardwell, Jr.,	400	12½ Mt. Vernon	2—High and Oliver.
John W. Wheeler,	650	4 Harrison Av.	3—South Salem.
	$3,425		

XIV. BOARD OF SCHOOL COMMITTEE, 1882.

SAMUEL CALLEY, Mayor, Chairman, ex-officio.

JOHN M. RAYMOND, President of the Common Council, member ex-officio.

WARD ONE.

Till 1883.	Till 1884.	Till 1885.
Nathan H. Millet, 8 Curtis.	George Russell, 10 Liberty.	Francis E. Hines, 17 Charter.

WARD TWO.

Mary G. Ward, 57 Federal.	Edwin H. Dodge, 47 Washington Sq.	Henry F. Waters. 80 Wash'n Sq.

WARD THREE.

O. W. Holmes Upham, 313 Essex.	John Preston, 1 Mt. Vernon.	George F. Ropes, 16 Summer.

WARD FOUR.

Sarah E. Sherman, 94 Federal.	James Donaldson, 172 Federal.	Chas. W. Richardson, 2 River.

WARD FIVE.

Charles M. Buffum, 10 Cabot.	Elisha J. Faxon, 2 Linden.	Nath'l B. Perkins, Jr. 2 Cherry.

WARD SIX.

W. S. Nevins, 18 Orne.	Edward E. Dalton, 21 Mason.	Alfred Brown, 37 Walter.

HENRY F. WATERS, Secretary.
6 City Hall.

CHARLES E. BURNS, Messenger.
5 City Hall.

See Evening Schools p. 27

THE NEW YORK PUBLIC LIBRARY
ASTOR, LENOX AND TILDEN FOUNDATIONS

CITY OF SALEM.

REPORT

OF THE

School Committee

—FOR—

1882.

SALEM, MASS.:
PRINTED AT THE SALEM PRESS, COR. OF LIBERTY AND DERBY STS.
1883.

XV. SCHOOL CALENDAR.

1. *School Year* began Monday, September 5, 1881.
   Second term begins Monday, February 6, 1882.
   School year ends Saturday, July 8, 1882.
   Next school year will begin Monday, September 4, 1882.

2. *Vacations* :—Thanksgiving Day, Nov. 24, 1881, and Nov 25, 26.
   Christmas to New Years, Dec. 25, 1881, to Jan. 1, 1882.
   March 6 to 11, both included,—Monday to Saturday.
   Monday, July 10, 1882, to Saturday, Sept. 2, 1882, both included.

3. *Legal Holidays*:—Washington's Birthday, Wednesday, Feb. 22,1882.
   Fast Day, Thursday, April 13, 20 or 27, 1882.
   Fourth of July, 1882, on Tuesday.

4. *Number of weeks* of actual school time, after deducting the vacations and holidays, as above, 40.8.

5. *Number of sessions*:—High School, one each week-day, except Saturday ; Grammar and Primary Schools, two each week-day, except Wednesday and Saturday, and then but one ; Naumkeag School, two each week-day except Saturday.

6. *Hours of Session* :—
   High School, April 1 to Nov. 1, from 8 A. M., to 1 P. M.
   November 1 to April 1, from 8½ A. M., to 1 P. M.

   Grammar Schools, April 1, to Sept. 1, from 8½ to 11½ A. M.
   September 1 to April 1, from 9 to 12 A. M.,
   and 2 to 4 P. M., the year round.

   Primary Schools, April 1 to Sept. 1, 8½ to 11½ A. M.,
   September 1 to April 1, 9 to 11½ A. M.
   and 2 to 4 P. M., the year round.

   Naumkeag School, like the primaries.

7. *Detentions permitted* :— Fifteen minutes after morning sessions; one half hour at the close of the afternoon sessions.

8. *Times of monthly reports* from teachers and presentation of bills, the Monday following the dates to which the statistics are to be extended,—namely: Saturday, Oct. 1, Nov. 5, Dec. 3, Dec. 24, 1881, and Feb. 4, March 4, April 1, April 29, June 3, and July 1, 1882.

9. *Times of meeting* :—School Committee, the third Monday evening in each month.

   Executive Committee, the first Monday evening in each month.

10. *Dates for presenting* all bills against the School Committee, not later than the first Monday of each month. All bills should be sent to the Secretary's office, No. 6, City Hall.

11. *Secretary's office hours* :—4 to 5 P. M.—on school days. Office at No. 6, City Hall.

See Evening Schools p. 27

THE NEW YORK PUBLIC LIBRARY
ASTOR, LENOX TILDEN FOUNDATIONS

CITY OF SALEM.

REPORT

OF THE

School Committee

—FOR—

1882.

SALEM, MASS.:
PRINTED AT THE SALEM PRESS, COR. OF LIBERTY AND DERBY STS.
1883.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF SALEM.

DECEMBER, 1882.

SALEM, MASS.:
PRINTED AT THE SALEM PRESS, COR. OF LIBERTY AND DERBY STS.
1883.

COMMITTEE ON EVENING SCHOOLS.

Nathan H. Millett, Chairman.

Edwin H. Dodge, George Russell.

COMMITTEE ON MUSIC.

James Donaldson, Chairman.

Alfred B. Brown, Mary G. Ward.

COMMITTEE ON DRAWING.

*Henry F. Waters, Chairman.

Elisha J. Faxon, O. W. H. Upham.

COMMITTEE ON EXAMINATION OF TEACHERS.

†Henry F. Waters, Chairman.

Charles M. Buffum, Charles W. Richardson,
Edward E. Dalton, O. W. H. Upham.

COMMITTEE ON PRINTING AND SUPPLIES.

John M. Raymond, Chairman.

Charles M. Buffum, Edwin H. Dodge,
Edward E. Dalton, ‡Henry F. Waters.

---

* Resigned.

† Resigned. Mr. Richardson elected chairman and N. B. Perkins, jr., appointed to fill vacancy.

‡ Resigned. Elisha J. Faxon appointed to fill vacancy.

BOARD OF SCHOOL COMMITTEE, 1882.

SAMUEL CALLEY, Mayor, Chairman, ex officio.

JOHN M. RAYMOND, President of the Common Council, member ex officio.

WARD ONE.

Till 1883.	Till 1884.	Till 1885.
Nathan H. Millet, 8 Curtis.	George Russell, 10 Liberty.	Francis E. Hines, 17 Charter.

WARD TWO.

Mary G. Ward, 57 Federal.	Edwin H. Dodge, 47 Washington Sq.	*Henry F. Waters, 80 Wash'n Sq.

WARD THREE.

O. W. Holmes Upham, 313 Essex.	John Preston, 1 Mt. Vernon.	George F. Ropes, 16 Summer.

WARD FOUR.

Sarah E. Sherman, 94 Federal.	James Donaldson, 172 Federal.	Chas. W. Richardson, 2 River.

WARD FIVE.

Charles M. Buffum, 10 Cabot.	Elisha J. Faxon, 2 Linden.	Nath'l B. Perkins, Jr. 2 Cherry.

WARD SIX.

W. S. Nevins, 20 Orne.	Edward E. Dalton, 21 Mason.	Alfred B. Brown, 37 Walter.

HENRY F. WATERS, Secretary.
6 City Hall.

CHARLES E. BURNS, Messenger.
5 City Hall.

* Resigned during term and Charles A. Buxton elected to fill the vacancy.

Total amount expended during the year,		$73,052 08
	Receipts.	
Dog tax, . .	$1,553 93	
Tuition of non-resident pupils, .	200 00	
Total receipts, ...		$1,753 93
Net total expenditures for the year,		$71,298 15

For the Executive Committee,

SAMUEL CALLEY, *Chairman.*

COMMITTEE ON EVENING SCHOOLS.

Nathan H. Millett, Chairman.

Edwin H. Dodge, George Russell.

COMMITTEE ON MUSIC.

James Donaldson, Chairman.

Alfred B. Brown, Mary G. Ward.

COMMITTEE ON DRAWING.

*Henry F. Waters, Chairman.

Elisha J. Faxon, O. W. H. Upham.

COMMITTEE ON EXAMINATION OF TEACHERS.

†Henry F. Waters, Chairman.

Charles M. Buffum, Charles W. Richardson,
Edward E. Dalton, O. W. H. Upham.

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John M. Raymond, Chairman.

Charles M. Buffum, Edwin H. Dodge,
Edward E. Dalton, ‡Henry F. Waters.

---

* Resigned.

† Resigned. Mr. Richardson elected chairman and N. B. Perkins, jr., appointed to fill vacancy.

‡ Resigned. Elisha J. Faxon appointed to fill vacancy.

and conspicuous ability, was compelled by sickness to ask for a temporary release from her duties, in the hope that by the beginning of the fall term, she would be able to resume them with restored health. This hope proved deceptive, and she resigned her position during the summer vacation. Miss Jane M. Gray, also a graduate of the school and of the Normal School, and who for five years has been a teacher in the city, was elected in her place. The loss at one time of so many teachers, *all* of experience and value, is to be regretted. In regard to those who have chosen new fields of labor, we hope that their future may be as useful and successful as their past, and Miss Chapman has our sincere sympathy and best wishes for her restoration to health.

Early in the year certain citizens called upon the Board for a hearing, in relation to the organization, purposes and work of the High School. The hearing was granted, and it may have been somewhat in deference to views there advanced, that a change was made in the course of study, by which at the end of three years pupils who pursue English studies only may receive diplomas of graduation.

In any demand made by citizens upon the school or in any arrangement of studies by the committee having it in charge, its complex character, both in growth and design, should not be overlooked. It is a union of three schools: the old Latin School, the High School for boys, and the High School for girls. Neither of these was entirely satisfactory in its separate organization, and in the hope of securing most of their advantages and avoiding many of their defects the present school was established.

The new principal is in full sympathy with those who desire to make the English course of study in the school

REPORT OF EXECUTIVE COMMITTEE.

SALEM, MASS., DEC. 18, 1882.
IN SCHOOL COMMITTEE.

To the School Board of the City of Salem:

The Executive Committee present the following Report of the Expenditures and Receipts of the School Department of Salem, for the fiscal year ending November 30, 1882.

Permanent Investment.

Apparatus, . .	$ 25 69	
Furniture, . .	40 63	
Library and cabinet,	788 42	
Am't permanent investment,		$854 74

Current Expenditures.

Salaries (including janitor's pay),	$64,176 42	
Fuel, . .	4,346 49	
Repairs, . .	38 03	
Printing & supplies,	1,432 98	
Books for indigent pupils,	736 70	
Gas bills, . .	269 22	
Water rates, .	682 65	
Taking school census,	214 36	
Printing Annual Report,	113 50	
Miscellaneous, .	186 99	
A'mt of current expenditures,		$72,197 34
Total amount expended during the year,		$73,052 08

Total amount expended during the year,		$73,052 08
	Receipts.	
Dog tax, . .	$1,553 93	
Tuition of non-resident pupils, .	200 00	
Total receipts, ...		$1,753 93
Net total expenditures for the year,		$71,298 15

For the Executive Committee,

SAMUEL CALLEY, *Chairman.*

REPORT OF FIRST VISITING COMMITTEE.

City of Salem,
In School Committee, Dec. 18, 1882.

In reporting upon the affairs of the High School, the committee having it in charge have to chronicle an unexpected and considerable change in the corps of teachers attached to its service. Early in the year, Mr. John W. Perkins, who for fourteen years had held a marked and honored position as master of the school, gave notice that he had accepted the charge of Dummer Academy in Byfield of this state, and would not be a candidate for reëlection. Miss Annie C. Draper, who, since March, 1870, had served as an assistant teacher, also gave notice of an intended withdrawal that she might engage in a private enterprise.

The place of Mr. Perkins was filled by the advancement of Mr. Arthur L. Goodrich, sub-master since October, 1874. The Board elected, as sub-master, Mr. Charles C. Dodge of Peabody, a graduate of the High School of that town and of the Boston University, who has had some experience in teaching, and who supplemented his work of preparation in our home institutions by a course of study in Europe. Miss Elizabeth P. Knight, a graduate of the school and of the Salem Normal School, who had taught for some time in a distant city, was chosen to fill the position vacated by Miss Draper. Miss Mary L. Chapman, who for nearly seven years has taught with zeal

and conspicuous ability, was compelled by sickness to ask for a temporary release from her duties, in the hope that by the beginning of the fall term, she would be able to resume them with restored health. This hope proved deceptive, and she resigned her position during the summer vacation. Miss Jane M. Gray, also a graduate of the school and of the Normal School, and who for five years has been a teacher in the city, was elected in her place. The loss at one time of so many teachers, *all* of experience and value, is to be regretted. In regard to those who have chosen new fields of labor, we hope that their future may be as useful and successful as their past, and Miss Chapman has our sincere sympathy and best wishes for her restoration to health.

Early in the year certain citizens called upon the Board for a hearing, in relation to the organization, purposes and work of the High School. The hearing was granted, and it may have been somewhat in deference to views there advanced, that a change was made in the course of study, by which at the end of three years pupils who pursue English studies only may receive diplomas of graduation.

In any demand made by citizens upon the school or in any arrangement of studies by the committee having it in charge, its complex character, both in growth and design, should not be overlooked. It is a union of three schools: the old Latin School, the High School for boys, and the High School for girls. Neither of these was entirely satisfactory in its separate organization, and in the hope of securing most of their advantages and avoiding many of their defects the present school was established.

The new principal is in full sympathy with those who desire to make the English course of study in the school

an effective and profitable one. Without abating anything in his efforts to maintain its efficiency as a good school in which to make preparation for a collegiate career, he is willing to exert an equal energy in directing the studies of those whose course in life will be different. An addition of one more to the corps of teachers would be of great advantage in this work. Two years ago it was thought that the work of the school could go properly forward with a smaller teaching force than was then employed, and one assistant was dropped from the list. Experience since that time has shown that it was not altogether wise, and we recommend the appointment of another teacher.

Great need is felt of a well selected school library, mainly of books in English Literature; and the philosophical apparatus belonging to the school should be repaired, and additions of needed instruments be made to it. In this connection, we would refer the Board to the report of the Superintendent of Schools for the year 1880, illustrating the nature and use of the Browne Fund, and the manner in which it was at that time applied for school purposes.

The principal emphasizes the necessity of a careful examination of the different courses of study open to the pupils at the very beginning of their connection with the school. By the elective method, three opportunities for choice are given them. The purely English course, the English with some attention to the languages, or the distinctively college course may be selected. The election once made, any change during the progress of a term is hardly possible. If the college or the mixed course be decided upon, some neglect of purely English studies becomes a necessity.

In conclusion, we would say that the new administration possesses our entire confidence, and we invite our successors to the charge of the school with good hope in its future success.

JAMES DONALDSON,
CHAS. W. RICHARDSON,
SARAH E. SHERMAN.

REPORT OF THIRD VISITING COMMITTEE.

CITY OF SALEM:
IN SCHOOL COMMITTEE, Dec. 18, 1882.

THE Primary School Committee, in presenting their annual report, take pleasure in recording that the schools under their supervision have fully maintained the standard of previous years.

Since the reopening of the schools in September last, the teachers in the fourth or lowest classes have been instructed to lessen the amount of drill in numbers, to which the young children have previously been subjected; your Committee feeling that so much plus and minus as has heretofore been customary, is beyond the comprehension of the little ones, and that they should only be taught, in their first year at school, the very simplest forms of numbers, illustrated by object lessons, thus preparing their minds for further progress as they advance from class to class. More time can also be given to instruction in reading and spelling, both of which studies need more attention in all the classes; for it seems to us that the pupils in the first or highest classes ought to be able to read any common book at sight, instead of, as now, stepping from word to word. The study of geography has been partially renewed in the first classes; during the past year "Scribner's Geographical Reader" has been introduced as a supplementary text book, and readings from that, with the

relief of your committee and to the satisfaction of the parents whose children attended the school. By promptly acceding to the sudden call made upon his services, Mr. Waters saved your committee and the school much trouble and averted any marked retrogression among the scholars in the school duties and studies that otherwise would naturally have ensued during the enforced absence of their accustomed head. To take temporary charge of a school so long accustomed to another guide, and carry the pupils steadily forward is no ordinary task; but Mr. Waters easily accomplished it, because he brought to the performance of this duty ripe scholarship and experience, congenial taste and enthusiasm for the work, and a fondness and sympathy for children that at once won for him their respectful confidence and hearty good-will.

Your committee are glad to be able to report further that the end of the August vacation found Mr. Hayward restored to health and able to resume in September the charge of his school, and to complete in that month thirty years of service as a grammar school principal in our city! So long a period of continuous service is of itself sufficient proof of the great confidence and esteem with which he was regarded by the scholarly and able men who had charge of our schools so many years ago. In this connection it is interesting to note that, in this last month of the year, Mr. Hayward completes *thirty-nine* years of labor as a teacher. May he live to teach for many years to come, and find our successors always wise enough to reëlect him!

The reports of our predecessors of the Second Visiting Committee have, for several years, contained allusions to the need of and appeals for either a remodelling or rebuilding the Phillips Grammar School—this "long felt

want" is now at last to be supplied and a prolific subject for discussion in School Board and City Council disposed of.

The practice which has become quite general in recent years of getting over the difficulty of accommodation for classes in their proper school-houses by the establishment of "colonies," has grown to such proportions as to become a serious evil which ought to be stopped. This evil is conspicuously illustrated in the building erected solely for the Bowditch Grammar school which is only sufficient to properly accommodate the classes belonging there, and yet a class of the primary school in Broad street has for some years been "colonized" in the Dean street Grammar school-house, occupying one of the best and most available rooms on the first floor and obliging one of the grammar school classes to occupy an isolated room in the third story. In the intervening years the Primary school building in Broad street has been repaired and enlarged, but its "colony" in the Bowditch school building has not been taken back but remains for no other apparent purpose than to emphasize the absurd incongruity of having its recesses and dismissals at different hours from the other classes in the same building, and of disturbing and being disturbed by the noise inseparable from these recesses and dismissals.

Two cases of corporal punishment have occurred within the year in the Phillips Grammar school which caused complaint to be made to the Board and considerable comment in the local press. It will not be expected that this report will discuss the questions raised in the debates and the action which followed these complaints, but it is certainly proper to suggest that such parts of the Rules and Regulations of this Board as relate to discipline in the schools be so amended that whatever punishment is

authorized shall be more definitely circumscribed and the rule authorizing it be made so plain that the teachers shall fully realize their responsibility to govern and control their temper and use the utmost caution in the infliction of punishment.

Your Committee have, at several of its meetings, invited the five principals of the schools under its immediate charge to attend, and they have all and always responded and by their presence materially assisted this Committee to a larger knowledge of the needs of their schools than the visits and reports of each individual subcommittee could alone supply.

In closing this report the writer regrets that it will not meet the requirements of those who want minute details and elaborate argument, but he is satisfied to know that it is approved by his four colleagues whose kind and persistent partiality at our organization obliges him now to write this report. As a result of the recent municipal election, the writer vacates the seat at this Board which he has occupied for six years; ever grateful for the honor, he has endeavored to show his sincere appreciation of it, and now gives way to more competent hands with pleasant memories and realization of the privilege he has enjoyed, and hearty wishes for the continued welfare and improvement of our schools.

For the Committee,

O. W. H. UPHAM, *Chairman.*

REPORT OF THIRD VISITING COMMITTEE.

CITY OF SALEM:
IN SCHOOL COMMITTEE, Dec. 18, 1882.

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addition of practice with the maps, have given the scholars a beginning in this study.

Even with the graded system now in practice, it is quite impossible to keep the scholars in any class on an equality; for with forty or fifty children in a class, there is necessarily a great difference in their mental capacities. This tends to render the teachers' work more difficult, for much time has to be spent on the duller scholars; meanwhile, the brighter ones are losing time. This difficulty is partially obviated in the three lower rooms, by a division of the pupils into two sections, and by promotions twice a year. It has been the aim of the committee to have as many promoted as possible, from class to class, in order that none of the children shall remain longer than one year in any room, unless unavoidable, from prolonged absence from school, frequent truancy, or some such reason; we believe that a whole year is too long a time for a child to lose, and if the pupil should be a little backward in one study, he or she might be proficient in another.

We hope that the same plan may be carried out in the first classes in the future, and that promotions to the grammar schools will be made in the spring as well as in September; for we do not think that our children have any time to lose while preparing for their start in life. It seems evident that with all the care and expense which are bestowed upon these schools, such progress is not made as should be expected; the average age of scholars in the highest classes is from ten to eleven years; at that age a boy or girl should certainly have been one year at the grammar school. We have eleven primary schools to fit pupils for five grammar schools; and the statistics show that the attendance at each grammar school

is (perhaps excepting the Bowditch) say about two-thirds that of a primary, thus showing that many do not enter them from the primaries, or, if they do, they make a very short stay there. There appears to be something wrong about this; for it is certainly our duty to give the children in the community such a common education, by the time they reach the age of fifteen years, as will enable them to meet the ordinary requirements of their future; if they have this, and more is needed, the acquisition of it will depend upon themselves.

Much of the backwardness in our schools may be attributed to the small amount of interest shown by parents and others. Our school system is freely criticised, as of right it should be; but we hear of but very few visits of parents and other citizens to the schools, where they would be very welcome; while such visits would be very encouraging to the teachers and pleasing to the Committee.

We are also of the opinion that many parents too frequently keep their children from school, or have them dismissed early for slight causes; and a circus, a military or firemen's parade, or any of the almost weekly occurrences of like nature will cause a great many absentees from school; not only this, but the attention of the children is preoccupied by them to the exclusion of attention to their studies, for we know that such is child nature.

The long vacation, we also think, is detrimental to these schools. Although much is said about the requirements of health, we question whether the compulsory idleness for nine long weeks in the hottest season, as is the condition in which the majority of the primary school children are placed, is beneficial to either their health or their morals. Of course those who are in circumstances where they can be cared for and helped to enjoyments

REPORT ON NAUMKEAG SCHOOL.

In School Committee,
Salem, Dec. 22, 1882.

The Naumkeag school was first opened on June 7, 1869, with an enrollment of 25 boys and 29 girls, and an average attendance of 81. This is, therefore, the fourteenth annual report of the school. We present below some figures from previous annual reports to indicate something of the work which it has done. It is now occupying room 3 in Browne No. 2.

	Enrollment.			Average daily belonging.			Average daily attendance.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1869	56	56	112	16	15	31	15	14	29
1870	68	64	132	22	23	45	20	21	41
1871	174	119	293	31	22	53	27	20	47
1872			275						67
1873	170	118	288	29	14	43	26	13	39
1874	136	72	208			38			34
1875	92	49	145	23	12	35	21	11	32
1876	107	95	202	24	19	43	22	16	38
1877	113	91	204	19	15	34	17	13	30
1878	38	47	85	36	28	64	32	26	58
1879	35	10	45	22	5	27	17	4	21
1880	116	6	122	41	3	44	29	1	30
1881	97	25	122	46	5	51	29	4	33
1882	107	57	164	59	20	79	43	13	56
1882*			109						63

* Sep t., Oct., Nov.

been appointed assistant at the Prescott, in place of Miss Wardwell transferred to the Bentley grammar, and Miss Anne M. Hamblett appointed as assistant at the Oliver, in place of Miss Jane M. Gray transferred to the High school. Miss Ella F. Carr has also been appointed as an assistant at the Pickman school.

For the Committee,

N. H. MILLET, *Chairman.*

REPORT ON NAUMKEAG SCHOOL.

In School Committee,
Salem, Dec. 22, 1882.

The Naumkeag school was first opened on June 7, 1869, with an enrollment of 25 boys and 29 girls, and an average attendance of 81. This is, therefore, the fourteenth annual report of the school. We present below some figures from previous annual reports to indicate something of the work which it has done. It is now occupying room 3 in Browne No. 2.

	Enrollment.			Average daily belonging.			Average daily attendance.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1869	56	56	112	16	15	31	15	14	29
1870	68	64	132	22	23	45	20	21	41
1871	174	119	293	31	22	53	27	20	47
1872			275						67
1873	170	118	288	29	14	43	26	13	39
1874	136	72	208			38			34
1875	92	49	145	23	12	35	21	11	32
1876	107	95	202	24	19	43	22	16	38
1877	113	91	204	19	15	34	17	13	30
1878	38	47	85	36	28	64	32	26	58
1879	35	10	45	22	5	27	17	4	21
1880	116	6	122	41	3	44	29	1	30
1881	97	25	122	46	5	51	29	4	33
1882	107	57	164	59	20	79	43	13	56
1882*			109						63

* Sep t., Oct., Nov.

It will be seen that the enrollment is much smaller now than in many previous years. This is partly attributable to the fact that as fast as possible children are sent from here to the graded classes in other schools. As soon as these children, most of whom speak only French when they enter, have learned enough English to make it practicable, they are sent to the regular schools. The average daily belonging and the average daily attendance have improved during the past few years. This we attribute mainly to the school being located in a regular school building instead of being shifted about from place to place as of old. Many of these children work in the mill a part of the year, attending school only the twenty weeks required by law. They enter all the way from five to twelve years of age. Some are sent to the graded schools in six months, others in two years. It is surprising how soon some of them learn the rudiments of our irregular English. The parents of many of the pupils are extremely poor and cannot clothe them all sufficiently to enable them to attend school in extreme cold weather. It is not unusual for two children of a family to alternate in attendance, one wearing the single wrap or single pair of shoes to-day and the other to-morrow. We have therefore much absenteeism. Children who seek knowledge under such difficulties should be encouraged. They certainly should have as good accommodations as pupils in better circumstances, instead of being, as here, huddled together 75 in a room intended for 48. Here are two schools with two teachers, all crowded into one small room. On a warm day, with all possible care, the air cannot be kept fit for human beings to breathe. Here are little children sitting on great settees made for grown men and women, their feet hanging over the edge but resting on nothing, and their bodies doubled over to

reach the back of the seat. The necessary result is a constant moving about, which adds confusion and noise to the other evils. If quiet is needed anywhere it is where French-speaking children are being taught English pronunciation. It is more needed there than in other schools. The city should provide at once a remedy for this evil. We desire to renew with emphasis the suggestions of our predecessors in former reports on the imperative necessity of more room for the Naumkeag school. We earnestly invite the attention of the incoming city government to this need. It is a shame that any branch of our public schools should be so neglected. We have now an enrollment of 109 and only 48 seats; the attendance is sometimes 74 and averages 63 daily. With the return of warm weather we shall have an attendance of 80 or 100, provided we have any place to put them.

Miss Sarah P. Clemons, who has had charge of this school since May, 1880, when it was attached to Browne No. 2, was elected principal in April, 1880, when the Naumkeag was again made an independent school. Miss Annie V. Ward, who had been a "helper" since September, 1881, was elected an assistant teacher to date from the beginning of the present term. The school is naturally a difficult one, requiring of the teachers, among other things, a command of French, and the work has been much increased by the crowded condition of the room, but it has been done with a skill and patience worthy the highest commendation.

For the Committee,

WINFIELD S. NEVINS, *Chairman.*

West Newbury Eve Jan 22/84

REPORT OF COMMITTEE ON EVENING SCHOOLS.

CITY OF SALEM,
IN SCHOOL COMMITTEE, April 17, 1882.

As the Evening Schools for the term of 1881 and 1882 have now closed, the Committee submit the following report:

The evening schools for the term of 1881 and 1882 were opened November 7, 1881: that for boys in the Phillips primary school-rooms, in charge of Mr. Caleb B. Frye and six assistants; and that for girls in the rooms of the Phillips grammar school, on Brown St., in charge of Miss Caroline N. Tarr, with an assistant. At the boys' school, one assistant, Miss M. E. Smith, resigned early in December, and at the end of January, three others, Misses Ashby, Rowley and M. E. Ward, were discharged, because of the diminution of the number of pupils.

On the first two evenings of the school for boys there was a very large and disorderly attendance; the rooms were crowded, and notwithstanding the efforts of the teachers and also of the Committee who were present, order could not be maintained, until the arrival of a police officer whose presence had been requested. It appeared to be something more than mere fun on the part of these youths, for several desks were mutilated, and the inside of many

of them, and also the floor, were defiled with tobacco juice. On the second evening, order was partially restored, and all who were found to be using tobacco, or spitting upon the floor, were at once ejected from the rooms. Tickets of admission were also issued to all those who desired to become pupils. From thence to the close of the school, March 3, 1882, we had a very quiet and orderly attendance.

There is a difficulty attending admission to this school for which the Committee have not yet found a remedy. The ticket method has been tried, but has been found to be inconvenient to many of those who really wish to attend these schools; owing to the fact that they, being at their work all day, were unable to register their names with the Secretary of the Board. Perhaps at the next term we may be able to overcome it.

The attendance at these schools has not been as good as the Committee hoped, or as should have been expected, from the outlay made by the city for them. It seems as if from the population of our city there should be a larger number of young men desirous of the benefits of these schools, but after the Christmas holidays the attendance rapidly diminished. There are various reasons for this; one is, that school attendance becomes irksome to many after being at work all day; another is, that many prefer the dime shows and other such entertainments, which are too plentiful in the winter season; and the last and greatest is the growing disinclination on the part of many to anything like good order and discipline.

A few pupils were steady in attendance during the term, missing very few evenings; and the Committee cannot but compliment them for their diligence.

The average nightly attendance at the schools has been:

At the girls,	November,	32
	December,	19
	January,	11
	February,	9
At the boys,	November,	70
	December,	38
	January,	22
	February,	13
At the French room additional,	November,	31
	December,	15
	January,	10
	February,	10

The studies pursued at the schools were Reading, Writing, Arithmetic, and Book-keeping, and also Latin by one young man who, as the principal reported, was diligent in study and made good progress.

The teachers were all of them very assiduous in their duties, and the Committee here express their satisfaction with Mr. Frye, the principal of the boys' school, who, although laboring under such disadvantages as would deter most men from active life, was earnest in his endeavors to instruct and interest his pupils.

Evening School Committee,

N. H. MILLETT, *Chairman.*

REPORT OF THE COMMITTEE ON MUSIC.

IN SCHOOL COMMITTEE, Dec. 18, 1882.

THE Committee on Music respectfully report that its study and practice have gone steadily on in our schools during the past year, under the direction of Prof. O. B. Brown, and in the manner which has been detailed in former reports. The meeting for singing in public was this year held at Mechanic Hall, and the addition of the pupils of the High school was one of the features of the occasion. The Hall was filled by friends of the scholars and the singing was sustained in some of the pieces by use of the organ. The cordial expressions of gratification and approval from the audience are evidence that the efforts of the musical director and the regular teachers are not without gratifying results. We hope that the present methods will be continued.

JAMES DONALDSON,
ALFRED B. BROWN,
MARY G. WARD.

REPORT OF COMMITTEE ON DRAWING.

City of Salem,
In School Committee, June, 1882.

The Evening Drawing School for the winter of 1881–2 opened on the evening of Tuesday, 15 Nov., 1881, under the instruction, in the Mechanical Department, of Mr. Wm. D. Dennis, and, in the Freehand Department, of Messrs. Frank W. Benson and John J. Redmond. The number enrolled was one hundred. The average attendance for the first two months was seventy-five. There was some falling off from this number in January; and, as warm weather came on, the attendance became gradually less, until, in the last two weeks of May, it averaged only fifteen or twenty, but those the most faithful and painstaking pupils, whose work showed the best results.

Under the faithful instruction of Mr. Dennis, the pupils in his branch of the school pursued the customary course of work in copying drawings of machinery and architectural designs, with more or less practice in enlarging or diminishing the proportions of the copy. Besides this they received an excellent drill in the various processes of construction of the geometrical figures which go to make up the details of architectural forms.

In the Freehand Department, with the exception of a few pupils who apparently came to the school solely for the purpose of copying the Allongé charcoal studies, all the scholars, even those who entered late in the term, were put through one and the same course of practice.

Beginning with outlines from simple casts they advanced to more difficult work in proportion to their respective ability and the proficiency shown by them in their work, each individual receiving, as often as practicable, the direct and careful supervision and well-weighed criticisms and suggestions of the very able and enthusiastic instructors who had been so wisely selected by the committee of the previous year. Some, very young, pupils, with but little notion of drawing at first, studied from the flat copies with which the school is well provided, and, as soon as they formed an idea of their work, were advanced to simple object drawing. Some of these, as would naturally be expected in such a school, accomplished but little and showed no particular taste for drawing; while others did faithful work and made reasonably good headway. Of the elder scholars, a few who showed more than usual ability, were advanced, during the last two months, to stump drawing from the cast, and with the most gratifying results. These pupils (some seven or eight in number) took to the new kind of practice with such ardent zeal, showed so much steady, unflagging enthusiasm and performed so exceedingly creditable work, as to give great promise of what may be expected in the future, under similar methods of instruction.

Hardly an evening passed during the term that some member of the committee was not present for a part of the time. The attendance appeared to be, on the whole, all that could be expected, and good order, as a rule, prevailed during the entire season. The school closed the last of May.

For the Committee,

HENRY F. WATERS, *Chairman.*

APPENDIX.

Census of children, 5 to 15 years old, taken in May, for the past five years:

	1878.	1879.	1880.	1881.	1882.
Whole number of such,	4576	4673	4862	4900	4870
Number of same, at school,	3878	4050	4180	4285	4274
Number of same, not there,	698	623	682	615	596

N. B.— Most of these non-attendants were children six years of age or younger, invalids, or children at work by permission.

Enrollment of children at public and private day schools, and colleges, ascertained by May census, the past five years.

	1878.	1879.	1880.*	1881.	1882.
Number of such, over 15 years old,	453	305	389	460	484
Number of all ages, at school,	4331	4355	4569	4745	4758
Of whom there were in private schools,	927	1040	1210	1281	1264
Number, of all ages, in public schools,	3404	3315	3359	3464	3494

*The column of 1880 will be found to differ from the similar column in the printed School Report of 1880, and is now very nearly correct. Some allowance must be made, in all the calculations, for imperfections in the census.

ABSTRACT OF THE SCHOOL CENSUS OF MAY, 1882.

WARD.	NO. OF CHILDREN BETWEEN 5 AND 15 YEARS OLD.							NO. OF SCHOLARS OVER 15 YEARS OLD.					TOTAL OF ALL AGES.	CLASSIFICATION OF ATTENDANCE AT PRIVATE SCHOOLS, ETC.							
	IN PUBLIC SCHOOLS.		IN PRIVATE SCHOOLS, ETC.		NOT ATTENDING SCHOOLS.		TOTAL.	IN PUBLIC SCHOOLS.		IN PRIVATE SCHOOLS, ETC.		TOTAL.		COLLEGES, ETC.	PRIVATE SCHOOLS.	ROM. CATH. SCHOOLS.	CHARITABLE INSTITUTIONS.	REFORMATORY INSTITUTIONS.	WHOLE NO. OF SUCH.		
	BOYS.	GIRLS.	BOYS.	GIRLS.	BOYS.	GIRLS.		BOYS.	GIRLS.	BOYS.	GIRLS.								BOYS.	GIRLS.	TOTAL.
I.	352	173	27	191	47	40	830	5	14	9	12	40	870	6	8	200	....	30	36	203	239
II.	334	258	25	69	46	40	772	28	41	13	20	102	874	14	67	46	....	....	38	89	127
III.	231	117	10	99	19	17	493	20	21	10	24	85	578	16	38	89	....	....	20	123	143
IV.	346	188	18	192	28	36	808	22	27	8	23	80	888	12	36	193	....	....	26	215	241
V.	473	244	68	265	143	112	1305	28	38	6	28	100	1405	11	37	268	51	....	74	293	367
VI.	282	185	2	125	38	30	662	36	21	8	12	77	739	9	6	132	....	....	10	137	147
Total	2018	1165	150	941	321	275	4870	149	162	54	119	484	5354	68	187	928	51	30	204	1060	1264

GRADUATES, JULY, 1882.

HIGH SCHOOL.

Daniel G. Abbott,
Peter F. Carney,
George A. Chandler,
Harris G. Hale,
George B. Harris,
Arthur R. Hill,
Frederic D. Price,
William Ropes,
Leverett V. Symonds,

Lucy H. Donaldson,
Julia C. Lane,
Emma F. Lowd,
Jennie G. Mansfield,
Alice H. Osborne,
Edith B. Pickering,
Alice H. Randall,
Abbie L. Read,
Alice P. Read,
Clara A. Sawyer,
Annie F. Smith,
Caroline B. Steele,
Carrie E. Walton,
Martha M. Webber.

GRAMMAR SCHOOLS.

[Those marked with a * entered the High School.]

BENTLEY GRAMMAR.

*Julia B. Cabeen,
*Grace G. Dalton,
*Nellie H. Ham,
*Annie W. Lyon,
Annie M. Magill,
Lillie Roberts,
*Hattie R. Ropes,
*Mabel B. Saunders,
Grace R. Sewall,
Alice G. Skerry,
Louisa F. Townes,
*Grace Upton.

Account of service of truant officer for the school year 1881-82:—visits to schools, 1,467; attendance at court, seventeen times; attendance at school exhibitions, one half day,—besides visits at mills, etc., reports to Superintendent or Secretary, etc., and other duties as in previous years.

Cases of absenteeism, not truancy, investigated, 2,614, as follows:

High School, 3.

Grammar Schools:—Bentley, 6; Bowditch, 698; Phillips, 376; Pickering, 17; Saltonstall, 207. Total, 1,304.

Primary Schools:—Bentley, 4; Bertram, 3; Browne I, 272; Browne II, 143; Carlton, 22; Endicott, 191; Lincoln, 46; Oliver, 18; Phillips, 107; Pickman, 349; Prescott, 113; Upham, 19. Total, 1,287.

Naumkeag School, 20.

Cases of truancy discovered, 345, as follows:—

High School, 1.

Grammar Schools:—Bentley, 2; Bowditch, 71; Phillips, 61; Pickering, 6; Saltonstall, 24. Total, 164.

Primary Schools:—Bentley, 2; Browne I, 18; Browne II, 3; Carlton, 10; Endicott, 49; Lincoln, 19; Oliver, 15; Phillips, 32; Pickman, 11; Prescott, 18; Upham, 3. Total, 180.

Rates of tuition for non-resident pupils, to be paid semi-annually in advance: *i. e.*, before pupils are permitted to receive instruction for the term:—

High School,	$50 00	per year;	$25 00	each	payment.
Grammar Schools,	30 00	" "	15 00	"	"
Primary Schools,	20 00	" "	10 00	"	"

A.—STATISTICS, FROM SEPTEMBER, 1881, TO JULY, 1882.

SCHOOL.	NUMBERS ENROLLED.								AVERAGE DAILY BELONGING.								AVERAGE DAILY ATTENDANCE.							
	BOYS.	GIRLS.	BOTH SEXES BY CLASSES.					TOTAL.	BOYS.	GIRLS.	BOTH SEXES BY CLASSES.					TOTAL.	BOYS.	GIRLS.	BOTH SEXES BY CLASSES.					TOTAL.
			I	II	III	IV	V				I	II	III	IV	V				I	II	III	IV	V	
High	—	—	26	37	46	76	—	185	—	—	25	36	45	67	—	173	—	—	25	35	44	64	—	168
GRAMMAR:																								
Bentley	—	199	24	26	39	48	62	199	—	176	20	22	37	44	53	176	—	156	19	19	33	39	46	156
Bowditch	291	152	47	84	82	96	134	443	258	138	42	72	74	88	120	396	235	126	39	66	67	82	107	361
Phillips	249	—	10	27	67	75	70	249	215	—	9	20	60	62	64	215	198	—	8	19	55	58	58	198
Pickering	91	73	21	24	36	40	43	164	87	69	20	25	33	39	39	156	82	64	19	23	31	36	37	146
Saltonstall	171	113	33	36	37	83	95	284	154	103	32	33	33	77	82	257	143	94	30	31	31	69	76	237
Total, Gram.	802	537	135	197	261	342	404	1,339	714	486	123	172	237	310	358	1,200	658	440	115	158	217	284	324	1,098
PRIMARY:																								
Bentley	—	170	36	41	38	55	—	170	—	146	33	37	34	42	—	146	—	111	27	28	25	31	—	111
Bertram	89	80	35	46	42	46	—	169	80	68	31	38	38	41	—	148	70	58	28	35	32	33	—	128
Browne, I	139	38	30	36	55	56	—	177	114	26	25	29	43	43	—	140	95	19	23	25	33	33	—	114
Browne, II	90	42	37	37	—	58	—	132	95	42	26	30	39	42	—	137	76	32	22	26	29	31	—	108
Carlton	102	64	30	38	32	66	—	166	95	60	30	36	33	56	—	155	78	46	27	30	25	42	—	124
Endicott	131	62	33	45	46	69	—	193	119	54	34	36	38	65	—	173	97	41	28	32	31	47	—	138
Lincoln	120	69	40	50	38	61	—	189	108	58	36	46	36	48	—	166	95	52	33	42	32	40	—	147
Oliver	193	116	44	54	66	145	—	309	170	101	44	52	61	114	—	271	144	84	41	46	50	91	—	228
Phillips	270	—	60	52	50	108	—	270	234	—	49	44	43	98	—	234	202	—	45	39	38	80	—	202
Pickman	77	39	28	42	46	—	—	116	66	30	30	40	26	—	—	96	55	25	26	33	21	—	—	80
Prescott	139	52	34	43	45	69	—	191	124	44	35	41	46	46	—	168	107	37	30	35	39	40	—	144
Upham	110	85	42	45	45	63	—	195	91	71	37	37	37	51	—	162	81	60	34	33	33	41	—	141
Total, Primary	1,460	817	449	529	503	796	—	2 277	1,296	700	410	466	474	646	—	1,996	1,100	565	364	404	388	509	—	1,665
Naumkeag	107	57	—	—	—	—	—	164	54	17	—	—	—	—	—	71	39	12	—	—	—	—	—	51
Total, Schools.	—	—	—	—	—	—	—	3,965	—	—	—	—	—	—	—	3,440	—	—	—	—	—	—	—	2,982

B.—STATISTICS, SUPPLEMENTARY.

SCHOOL.	Per cent. attendance, 1881-2.	Average No. of pupils taught by each teacher	Cases of Tardiness, 1881-82.	Half-days of Truancy, 1881-82.	Cases of Corporal Punishment.	Half-days' absence of Teachers, 1881-82.	Half-days' employment of Substitutes.	Teachers, School year, 1881-82.	Of same, No. of Normal School Graduates.	No. of Teachers, Dec. 1882.	Number of Study Rooms.	NUMBER OF SITTINGS BY CLASSES. I	II	III	IV	V	Total	BUILDINGS AND LOTS. Erected.	Remodelled.	Valuation.	Size of Lots in Square Feet.
High	97	24	258	3	0	115	110	7	2	7	2	—	—	—	—	—	224	1855	1871	$20,000	12,104
GRAMMAR:																					
Bentley	89	39	86	0	0	0	0	4	0	4	4	47	—	48	48	48	191	1861	—	$30,000	19,450
Bowditch	91	36	939	118	95	0	0	10	7	10	10	43	49	98	147	134	471	1870	—	85,000	24,200
Phillips	92	28	446	65	75	1	0	7	5	7	6	42	—	84	90	102	318	1869	—	15,000	18,000
Pickering	94	36	344	9	7	109	108	4	2	4	4	49	—	49	49	51	198	1862	—	20,000	16,000
Saltonstall	92	34	174	43	63	10	7	7	5	7	7	48	48	48	96	96	336	1874	—	16,000	20,040
Total, Gram.	92	34	1,989	235	240	120	115	32	19	32	31	229	97	327	430	431	1,514	—	—	$168,000	97,690
PRIMARY:																					
Bentley	76	28	838	14	0	118	71	4	3	4	4	52	56	48	48	—	204	—	—	—	—
Bertram	86	32	212	0	0	7	0	4	2	4	4	48	48	48	48	—	192	1879	—	$13,030	20,300
Browne I.	81	28	319	56	55	0	0	4	3	3	4	48	48	56	54	—	206	1847	1870	20,000	12,975
Browne II.	80	27	468	28	47	102	93	4	2	4	4	49	49	48	54	—	200	—	—	—	—
Carlton	80	31	612	5	2	33	24	4	1	4	4	50	49	49	56	—	204	1875	—	10,000	18,085
Endicott	80	28	694	130	29	25	0	5	2	5	4	46	56	56	56	—	214	1869	—	16,000	11,740
Lincoln	80	37	439	30	21	18	0	4	4	4	4	48	48	48	48	—	192	1851	—	6,000	6,700
Oliver	84	29	867	23	107	5	0	8	4	8	5	42	45	48	97	—	232	1818	1878	15,000	10,890
Phillips	86	34	861	41	30	110	109	6	4	6	5	50	52	55	105	—	262	1841	—	20,000	18,000
Pickman	83	27	523	18	32	37	26	3	3	3	3	48	48	—	48	—	144	1872	—	9,000	15,380
Prescott	86	36	363	34	29	85	84	4	3	4	4	50	50	50	60	—	210	1871	—	10,000	12,357
Upham	87	35	358	3	19	21	5	4	1	4	4	44	44	44	59	—	191	1851	—	13,000	24,100
Total, Primary	83	31	6,554	82	371	561	412	54	32	53	49	575	593	550	733	—	2,451	—	—	$132,030	150 527
Naumkeag	72	25	339	25	28	3	0	2	2	2	1	60	—	—	—	—	60	—	—	—	—
Total, Schools	87	31	9,140	645	639	709	637	95	55	94	83	—	—	—	—	—	4,249	—	—	$318,030	260,321 Nearly 6 acres.

GRADUATES, JULY, 1882.

HIGH SCHOOL.

Daniel G. Abbott,
Peter F. Carney,
George A. Chandler,
Harris G. Hale,
George B. Harris,
Arthur R. Hill,
Frederic D. Price,
William Ropes,
Leverett V. Symonds,

Lucy H. Donaldson,
Julia C. Lane,
Emma F. Lowd,
Jennie G. Mansfield,
Alice H. Osborne,
Edith B. Pickering,
Alice H. Randall,
Abbie L. Read,
Alice P. Read,
Clara A. Sawyer,
Annie F. Smith,
Caroline B. Steele,
Carrie E. Walton,
Martha M. Webber.

GRAMMAR SCHOOLS.

[Those marked with a * entered the High School.]

BENTLEY GRAMMAR.

*Julia B. Cabeen,
*Grace G. Dalton,
*Nellie H. Ham,
*Annie W. Lyon,
Annie M. Magill,
Lillie Roberts,
*Hattie R. Ropes,
*Mabel B. Saunders,
Grace R. Sewall,
Alice G. Skerry,
Louisa F. Townes,
*Grace Upton.

BOWDITCH GRAMMAR.

*John D. Ashton,
*Frederick A. Carter,
*Michael E. Cary,
Wm. E. Cummings,
*Edward Keating,
*Harry W. Kimball,
Samuel D. Lord,
*Charles W. Morse,
*Edward J. Murphy,
*Richard Ober,
James J. O'Brien,
Frederick G. Pierce,
*Arthur G. Richardson,
George A. Riley,
Thomas F. Slattery,
*Stanley Steele,
James P. Tierney,

*Minnie A. Bigelow,
*Lily C. Carter,
Nellie E. Crossman,
*Emma L. Frost,
Lizzie M. Hugard,
*Clara B. Mansfield,
*Eliza S. Moody,
*Mattie P. Monroe,
Nellie L. Moore,
*Lily N. Mosely,
Abbie F. Nichols,
Annie L. Ober,
*Mary O'Callaghan,
*Fannie M. Powers,
*Bessie P. Smith,
*Josie Turner,
Sadie E. Turner.

PHILLIPS GRAMMAR.

*Howard Edwin Bartlett,
*Charles Russell Harding,
William Wallis Hurlburt,
*Richard Ives,
Dennis Joseph Nash,
Joseph Newhall,
Frank Leonard Pearl,
Fred Pierce Porter,
*John Henry Whooley.

PICKERING GRAMMAR.

*Joseph J. Batchelder,
*Willard G. Bixby,
*Edward H. Brown,
John Cuff,
*James B. Dugan,
*G. Frederick Packard,
*Franklin A. Read,
*Clifton J. Symonds,
*George E. Symonds,
George Webster.

CORPS OF TEACHERS.—Dec., 1882.

[A prompt notice of change of residence is requested by the Secretary. The date of first election in Salem is given in Roman type. If the teacher had previously served elsewhere, the earliest date of such appointment is stated in *italics*. The names of Principals appear in SMALL CAPITALS; those of teachers not yet elected in *italics;* others, in Roman type.]

HIGH SCHOOL, BROAD STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
ARTHUR L. GOODRICH,	Master	$2,200	October, 1874.	7 Piedmont.
Charles C. Dodge,	Sub-master	1,500	June, 1882.	Peabody.
Susan A. Osgood,	First Asst.	1,100	February, 1868. *Sept.*, 1858.	Chelsea.
Mary J. Thayer,	Assistant	650	October, 1867. *Sept.*, 1863.	34 Broad.
Alice Jenkins,	Assistant	650	October, 1876. *March*, 1865.	Lynn.
Jane M. Gray,	Assistant	650	February, 1877.	13 Mall.
Elizabeth P. Knight,	Assistant	650	June, 1882.	92 Essex.
		$7,400		

BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	HANNAH E. CHOATE,	Principal	$1,800	April, 1873. *Dec.*, 1857.	23 Norman.
III.	Mary A. Coleman,	First Asst.	600	Sept., 1846.	3 Winter.
IV.	Eliza G. Cogswell,	Assistant	500	Sept., 1855.	64 Wash'n sq.
V.	Clara P. Wardwell,	Assistant	500	July, 1874.	20 Hathorne.
			$3,400		

LIST OF BOOKS USED IN THE PUBLIC SCHOOLS OF SALEM.

HIGH SCHOOL.

Dictionaries:—Spiers & Surenne's French; Adler's German; Lidell & Scott's Greek; Andrews' Latin.

English:—Hart's Rhetoric; Hudson's Plays.

French:—Otto's Grammar; La Fontaine's Fables; Petités Causeries; Sauveur's Grammar; Le Cid; Athalie; Le Misanthrope; Le Bourgeois Gentilhomme; College Series of French Plays; Le Philosophe sous les toits; Nouvelles Genevoises; Demogeot é Histoire de la Littérature française.

German:—Ahn's Grammar; Adler's Reader; Undine.

Greek:—Goodwin's Grammar and Reader; Jones' Prose Composition; White's Lessons; Keep's or Boise's Homer's Iliad.

Latin:—Harkness's Grammar, Reader and Prose Composition; Cæsar's Commentaries; Cicero; Virgil.

History:—Swinton's Outlines.

Mathematics:—Crittenden's Commercial Arithmetic; Greenleaf's Algebras; Wentworth's Geometry; Duff's Book-Keeping and Blanks; Robinson's Surveying and Navigation.

Science:—Eliot & Storer's Chemistry; Quackenbos's Natural Philosophy; Gray's School and Field Book of Botany; Steele's Physiology; Warren's Physical Geography; Dana's Text Book of Geology; Lockyer's Astronomy; Morse's Zoology; Champlin's Political Economy.

GRAMMAR SCHOOLS.

Arithmetic:—Franklin Written; Hagar's Common School; Colburn's First Lessons.

Dictionaries:—Worcester's Primary, Elementary or Comprehensive.

Drawing:—Smith's large, small and old series.

Grammar:—Kerl's Common School; Knox's Language Lessons.

Geography:—Guyot's Intermediate; Scribner's Geographical Reader.

History:—Barnes's Brief History of U. S.; Higginson's Young Folks U. S.

Readers and Spellers:—Franklin 4th, 5th and 6th, and Intermediate; Appleton's 5th (for sight reading); Worcester's Comprehensive Speller.

Writing: Duntonian System; Payson, Dunton & Scribner's.

PRIMARY SCHOOLS.

Arithmetic:—Franklin Primary and Elementary.

Dictionary:—Worcester's Primary.

Drawing:—Thyng's Primary.

Geography:—Scribner's Geographical Reader.

Readers and Spellers:—Franklin 1st, 2nd and 3rd, and Intermediate; Monroe's 1st and 2nd Reader and Chart Primer; McGuffey's Eclectic; Sheldon's 1st, 2nd, 3rd and 4th; Appleton's 2nd; Lippincott's 2nd and 3rd.

Writing:—Duntonian Primer; Payson, Dunton and Scribner's Shorter Course.

ALL THE SCHOOLS.

Music:—Mason's Series Music Readers. Eichberg's High School Music Reader, in High School.

CORPS OF TEACHERS.—Dec., 1882.

[A prompt notice of change of residence is requested by the Secretary. The date of first election in Salem is given in Roman type. If the teacher had previously served elsewhere, the earliest date of such appointment is stated in *italics*. The names of Principals appear in SMALL CAPITALS; those of teachers not yet elected in *italics;* others, in Roman type.]

HIGH SCHOOL, BROAD STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
ARTHUR L. GOODRICH,	Master	$2,900	October, 1874.	7 Piedmont.
Charles C. Dodge,	Sub-master	1,500	June, 1882.	Peabody.
Susan A. Osgood,	First Asst.	1,100	February, 1868. *Sept.*, 1858.	Chelsea.
Mary J. Thayer,	Assistant	650	October, 1867. *Sept.*, 1863.	34 Broad.
Alice Jenkins,	Assistant	650	October, 1876. *March*, 1865.	Lynn.
Jane M. Gray,	Assistant	650	February, 1877.	13 Mall.
Elizabeth P. Knight,	Assistant	650	June, 1882.	92 Essex.
		$7,400		

BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	HANNAH E. CHOATE,	Principal	$1,800	April, 1873. *Dec.*, 1857.	23 Norman.
III.	Mary A. Coleman,	First Asst.	600	Sept., 1846.	3 Winter.
IV.	Eliza G. Cogswell,	Assistant	500	Sept., 1855.	64 Wash'n sq.
V.	Clara P. Wardwell,	Assistant	500	July, 1874.	20 Hathorne.
			$3,400		

BOWDITCH GRAMMAR, DEAN STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	FRANK L. SMITH,	Principal	$1,800	Dec., 1874.	19 Buffum.
II.	Margaret G. Standley,	Sub-Prin.	800	*Sept.*, 1864. June, 1863.	5 Spring.
II.	Lucy W. Files,	Assistant	500	Sept., 1878.	250 Wash'n.
III.	Henrietta West,	Assistant	400	Nov., 1882.	2 Winthrop.
III.	Laurette H. Files,	Assistant	400	Feb., 1882.	250 Wash'n.
IV.	Harriet D. Bowen,	Assistant	500	June, 1869.	165 Federal.
IV.	Susan K. Rogers,	Assistant	500	July, 1874.	6 North Pine.
V.	Eunice G. Burnham,	Assistant	500	May, 1871.	356 Essex.
V.	Helen M. Miner,	Assistant	500	Dec., 1874.	12 Mt. Vernon
V.	Grace E. Childs,	Assistant	400	May, 1882.	345 Essex.
			$6,300		

PHILLIPS GRAMMAR, HERBERT STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	EDWIN R. BIGELOW,	Principal	$1,800	Aug., 1876.	6 Carpenter.
III.	Mary E. Stanley,	First Asst.	600	*Nov.*, 1857. Oct., 1864.	20 Andrew.
III.	Martha F. Allen,	Assistant	500	Feb., 1876.	Beverly.
IV.	Caroline E. Goodridge,	Assistant	500	*Sept.*, 1872. April, 1876.	8 Becket.
IV.	Carrie F. Lucas,	Assistant	500	Dec., 1879.	64 Wash'n sq.
V.	Clara M. Greenough,	Assistant	500	Sept., 1879.	92 Federal.
V.	Charlotte M. Newton,	Assistant	500	Nov., 1881.	2 Winthrop.
			$4,900		

PICKERING GRAMMAR, BUFFUM AND SCHOOL STREETS.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	WM. P. HAYWARD,	Principal	$1,800	Sept., 1853.	83 Summer.
III.	Sarah E. Cross,	First Asst.	600	*Dec.*, 1843. March, 1845.	55 Endicott.
IV.	Mary A. Cross,	Assistant	500	March, 1851.	13 Liberty.
V.	Eliza J. Murphy,	Assistant	500	Jan., 1874.	10 Orne.
			$3,400		

SALTONSTALL GRAMMAR, HOLLY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	OWEN B. STONE,	Principal	$1,800	Sept., 1873.	1 Holly.
II.	Ella F. Kehew,	First Asst.	600	*Sept.*, 1854. March, 1865.	5 Holly.
III.	Georgiana Lewis,	Assistant	500	Oct., 1867.	4 Porter.
IV.	Georgiana R. Kehew,	Assistant	500	Sept., 1870.	5 Holly.
IV.	Abby A. Grant,	Assistant	500	Jan., 1870.	6 Andrew.
V.	Alice P. Jackman,	Assistant	500	Sept., 1873.	7 Hancock.
V.	Sarah E. Towne,	Assistant	500	Nov., 1871.	15 Gardner.
			$4,900		

BENTLEY PRIMARY, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	S. AUGUSTA BROWN,	Principal	$600	Nov., 1842.	54 Wash'n sq.
II.	M. Ella Cressey,	Assistant	500	Dec., 1880.	17 Mt. Vernon
III.	Margaret M. Haskell,	Assistant	500	Jan., 1866.	54 Wash'n sq.
IV.	Alice M. Jenks,	Assistant	500	Nov., 1881.	103 Federal.
			$2,100		

BERTRAM SCHOOL, WILLOW AVENUE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HARRIET M. TYLER,	Principal	$600	Sept., 1857.	7 Cherry.
II.	Susan M. Glover,	Assistant	500	Oct., 1871.	46 Endicott.
III.	Kate E. Batchelder,	Assistant	500	Oct., 1873.	108 Lafayette
IV.	Harriet P. Gill,	Assistant	500	Sept., 1873.	108 Lafayette
			$2,100		

PICKMAN SCHOOL, DUNLAP STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I, II.	HARRIET M. STETSON,	Principal	$600	April, 1873.	59 Barr.
II, III.	Ella F. Carr,	Assistant	500	June, 1882.	204 North.
IV.	Sarah N. Littlefield,	Assistant	500	Sept., 1873.	31 Upham.
			$1,600		

PRESCOTT SCHOOL, HOWARD STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	R. ANNA HARRIS,	Principal	$600	June, 1879.	15 Federal.
II.	Kate M. Gray,	Assistant	500	April, 1880.	13 Mall.
III.	Myra Hall,	Assistant	500	July, 1875.	7 Daniels.
IV.	Jennie D. Fuller,	Assistant	500	Nov., 1882.	173 Federal.
			$2,100		

UPHAM SCHOOL, NORTH STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	MARIA CUSHING,	Principal	$600	March, 1847.	83 Summer.
II.	Elizabeth C. Russell,	Assistant	500	Sept., 1854.	2 Eaton place
III.	Emily S. Phelps,	Assistant	500	March, 1870.	16 Federal.
IV.	Laura J. Symonds,	Assistant	500	Oct., 1876.	68 Buffum.
			$2,100		

LINCOLN SCHOOL, FOWLER STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	AMELIA R. THAXTER,	Principal	$600	Oct., 1877.	385 Essex.
II.	Lucy E. Adams,	Assistant	500	*May*, 1859. March, 1870.	47 Endicott.
III.	Caroline F. Allen,	Assistant	500	May, 1878.	117 Federal.
IV.	Abby B. Skinner,	Assistant	500	Feb., 1881.	14 Howard.
			$2,100		

OLIVER SCHOOL, BROAD STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	EMILY A. GLOVER,	Principal	$600	Oct., 1864.	15 Hathorne.
II.	Annie L. Warner,	Assistant	500	Oct., 1877.	6 Mt. Vernon.
II.	*Belle G. Hodgkins*,	Assistant	200		164 Boston.
III.	Annie M. Hamblett,	Assistant	400	Nov., 1882.	13 Boardman
III.	*Ella L. Prime*,	Assistant	200		6 Buffum.
IV.	Eliza J. Rice,	Assistant	500	March, 1878.	Kimball Ct.
IV.	*Carrie M. Hooper*,	Assistant	200		17 Norman.
V.	Lizzie E. Farmer,	Assistant	500	Dec., 1876.	109 North.
			$3,100		

LYNDE SCHOOL, BROWN STREET.

CLASS.	NAME.	POSITION.	SAL'RY.	DATE OF ELECTION.	RESIDENCE.
I.	HELEN A. WHITE,	Principal	$600	Sept., 1865.	41 Northend.
II.	Annie S. Hill,	Assistant	500	Jan., 1866.	20 Walter.
III.	Elizabeth H. Tuttle,	Assistant	500	Oct., 1876.	113 Federal.
IV.	Grace G. Hooper,	Assistant	500	April, 1878.	17 Norman.
IV.	*Flora J. Sibley*,	Assistant	200		3 Union Place
			$2,300		

BOARD OF SCHOOL COMMITTEE, 1883.

WILLIAM M. HILL, Mayor, Chairman, ex officio.

WILLIAM LEONARD, President of the Common Council, member ex officio.

WARD ONE.

Till 1884.	Till 1885.	Till 1886.
George Russell, 10 Liberty.	Francis E. Hines, 17 Charter.	Nathan H. Millet, 8 Curtis.

WARD TWO.

Edwin H. Dodge, 47 Washington Sq.	Charles A. Buxton, 24 Forrester.	Jabez B. Lyman, 92 Wash'n Sq.

WARD THREE.

John Preston, 1 Mt. Vernon.	George F. Ropes, 16 Summer.	Joseph P. Fessenden, 128 Washington.

WARD FOUR.

James Donaldson, 172 Federal.	Chas. W. Richardson, 2 River.	Edward S. Atwood, 136 Federal.

WARD FIVE.

Elisha J. Faxon, 2 Linden.	Nath'l B. Perkins, Jr., 2 Cherry.	J. Frank Dalton, 57 Lafayette.

WARD SIX.

Edward E. Dalton, 21 Mason.	Alfred Brown, 37 Walter.	W. S. Nevins, 20 Orne.

HENRY F. WATERS, Secretary.
6 City Hall.

CHARLES E. BURNS, Messenger.
5 City Hall.

Executive Committee, Mayor Hill, President Leonard, and Messrs. Donaldson, Faxon and Dodge. Henry F. Waters, *Clerk.*

First Visiting Committee, on High School, James Donaldson, *Chairman;* Charles W. Richardson, *Clerk;* and Edward S. Atwood.

Second Visiting Committee, on Grammar Schools, Edward E. Dalton, *Chairman;* George Russell, *Clerk;* Elisha J. Faxon, Joseph P. Fessenden and Francis E. Hines.

Third Visiting Committee, on Primary Schools, Nathan H. Millet, *Chairman;* W. S. Nevins, *Clerk;* Alfred B. Brown, Charles A. Buxton, Edwin H. Dodge, Jabez B. Lyman, N. B. Perkins, Jr., John Preston, George F. Ropes and George Russell.

Committee on Naumkeag School, W. S. Nevins, *Chairman;* N. B. Perkins, Jr., *Clerk;* and F. E. Hines.

Committee on Evening School, Nathan H. Millet, *Chairman;* George Russell, *Clerk;* and Edwin H. Dodge.

Committee on Music, James Donaldson, *Chairman;* Alfred B. Brown, *Clerk;* and Edward S. Atwood.

Committee on Drawing, Elisha J. Faxon, *Chairman;* George F. Ropes, *Clerk;* and J. Frank Dalton.

Committee on Examination of Teachers, Chas. W. Richardson, *Chairman;* Edward E. Dalton, Francis E. Hines, Jabez B. Lyman and N. B. Perkins, Jr. Henry F. Waters, *Clerk.*

Committee on Printing and Supplies, Winfield S. Nevins, *Chairman;* Edward E. Dalton, Edwin H. Dodge, Elisha J. Faxon and John Preston. Henry F. Waters, *Clerk.*

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Committee on Music, James Donaldson, *Chairman;* Alfred B. Brown, *Clerk;* and Edward S. Atwood.

Committee on Drawing, Elisha J. Faxon, *Chairman;* George F. Ropes, *Clerk;* and J. Frank Dalton.

Committee on Examination of Teachers, Chas. W. Richardson, *Chairman;* Edward E. Dalton, Francis E. Hines, Jabez B. Lyman and N. B. Perkins, Jr. Henry F. Waters, *Clerk.*

Committee on Printing and Supplies, Winfield S. Nevins, *Chairman;* Edward E. Dalton, Edwin H. Dodge, Elisha J. Faxon and John Preston. Henry F. Waters, *Clerk.*

7. *Detentions permitted:*—Fifteen minutes after morning sessions; one-half hour at the close of the afternoon sessions.

8. *Times of monthly reports* from teachers and presentation of bills, Monday following the dates to which the statistics are to be extended,—namely: Saturday, Sept. 30, Nov. 4, Dec. 2, Dec. 30, 1882, and Feb. 3, March 3, March 31, April 28, June 2, and July 7, 1883.

9. *Times of meeting:*—School Committee, the third Monday evening in each month.
Executive Committee, the first Monday evening in each month.
Committee on Printing and Supplies, the first and third Monday evenings in each month.

10. *Dates for presenting* all bills against the School Committee, not later than the first Monday of each month. All bills should be sent to the Secretary's office, No. 6, City Hall.

11. *Secretary's office hours:*—4 to 5 P. M., on school days. Office at No. 6, City Hall.

SCHOOL CALENDAR.

1. *School Year* began Monday, Sept. 4, 1882.
   Second term begins Monday, February 5, 1883.
   School year ends Saturday, July 7, 1883.
   Next school year will begin Monday, September 3, 1883.

2. *Vacations:*—Thanksgiving Day, Nov. 30, 1882, and Dec. 1, 2.
   Christmas to New Year's, Dec. 25, 1882, to Jan. 1, 1883.
   March 5 to 10, both included,—Monday to Saturday.
   Monday, July 9, 1883, to Saturday, Sept. 1, 1883, both included.

3. *Legal Holidays:*— Washington's Birthday, Thursday, Feb. 22, 1883.
   Fast Day, Thursday, April 5, 1883.
   Fourth of July, 1883, on Wednesday.

4. *Number of weeks* of actual school time, after deducting the vacations and holidays, as above, 41.

5. *Number of sessions:*—High School, one each week-day, except Saturday; Grammar and Primary Schools, two each week-day, except Wednesday and Saturday, and then but one; Naumkeag School, two each week-day except Saturday.

6. *Hours of session:*—
   High School, April 1 to Nov. 1, from 8 A. M., to 1 P. M.
   November 1 to April 1, from 8½ A. M., to 1 P. M.

   Grammar Schools, April 1 to Sept. 1, from 8½ to 11½ A. M.
   September 1 to April 1, from 9 to 12 A. M.,
   and 2 to 4 P. M., the year round.

   Primary Schools, April 1 to Sept. 1, 8½ to 11½ A. M.
   Sept. 1 to April 1, 9 to 11½ A. M.,
   and 2 to 4 P. M., the year round.

   Naumkeag School, like the Primaries.

7. *Detentions permitted:*—Fifteen minutes after morning sessions; one-half hour at the close of the afternoon sessions.

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★Mayor with City Doc.

182005

ANNUAL REPORT

OF THE

School Committee

OF THE

CITY OF SALEM.

DECEMBER, 1883.

SALEM, MASS.:
THE OBSERVER BOOK AND JOB PRINT,
1884.

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BOARD OF SCHOOL COMMITTEE, 1883.

WILLIAM M. HILL, Mayor, Chairman, ex-officio.

WILLIAM LEONARD, President of the Common Council, member ex-officio.

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Elisha J. Faxon, 2 Linden,	Nath'l B. Perkins, Jr., 2 Cherry.	J. Frank Dalton, 57 Lafayette.

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Edward E. Dalton, 21 Mason.	Alfred B. Brown,* 37 Walter.	W. S. Nevins, 20 Orne.

HENRY F. WATERS, Secretary.†
6 City Hall.

CHARLES E. BURNS, Messenger.
5 City Hall.

*Resigned April, 1883. George B. Melcher elected to fill vacancy.
†Resigned April, 1883. Alfred B. Brown elected Secretary.

Executive Committee, Mayor Hill, President Leonard, and Messrs. Donaldson, Faxon and Dodge. Henry F. Waters*, *Clerk.*

High School Committee, James Donaldson, *Chairman;* Charles W. Richardson, *Clerk*; and Edward S. Atwood.

Grammar School Committee, Edward E. Dalton, *Chairman;* George Russell, *Clerk;* Elisha J. Faxon, Joseph P. Fessenden and Francis E. Hines.

Primary School Committee, Nathan H. Millet, *Chairman;* W. S. Nevins, *Clerk;* Alfred B. Brown,† Charles A. Buxton, Edwin H. Dodge, Jabez B. Lyman, N. B. Perkins, Jr., John Preston, George F. Ropes and George Russell.

Committee on Naumkeag School, W. S Nevins, *Chairman;* N. B. Perkins, Jr., *Clerk;* and F. E. Hines.

Committee on Evening School, Nathan H. Millett, *Chairman;* George Russell, *Clerk;* and Edwin H. Dodge.

Committee on Music, James Donaldson, *Chairman;* Alfred B. Brown, *Clerk,*‡ and Edward S. Atwood.

Committee on Drawing, Elisha J. Faxon, *Chairman*; George F. Ropes, *Clerk*; and J. Frank Dalton.

Committee on Examination of Teachers, Chas. W. Richardson, *Chairman;* Edward E. Dalton, Francis E. Hines, Jabez B. Lyman and N. B. Perkins, Jr. Henry F. Waters, *Clerk.**

Committee on Printing and Supplies, Winfield S. Nevins, *Chairman*; Edward E. Dalton, Edwin H. Dodge, Elisha J. Faxon and John Preston. Henry F. Waters, *Clerk.**

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*Resigned. Succeeded by Alfred B. Brown.
†Resigned. Succeeded by George B. Melcher.
‡Resigned. Succeeded by Joseph P. Fessenden.

SUB-COMMITTEES FOR GRAMMAR SCHOOLS.

Bentley, Essex St.,	George Russell, *Clerk.*
Bowditch, Dean St.,	Joseph P. Fessenden.
Phillips, Washington Sq.,	Francis E. Hines.
Pickering, School St.,	Edward E. Dalton, *Chairman.*
Saltonstall, Hazel St.,	Elisha J. Faxon.

SUB-COMMITTEES FOR PRIMARY SCHOOLS.

Bentley, Essex St.,	Edwin H, Dodge.
Bertram, Willow Ave.,	J. Frank Dalton.
Browne, Ropes St.,	N. B. Perkins, Jr.
Carlton, Skerry St.,	Jabez B. Lyman.
Endicott, Boston St.,	John Preston.
Lincoln, Fowler St.,	W. S. Nevins, *Clerk.*
Lynde, Herbert St.,	Nathan H. Millett, *Chairman.*
Oliver, Broad St.,	George F. Ropes.
Pickman, Dunlap St.,	Chas. A. Buxton.
Prescott, Howard St.,	George Russell.
Upham, North St.,	Alfred B. Brown.*

*Resigned. Succeeded by George B. Melcher.

REPORTS.

REPORT OF EXECUTIVE COMMITTEE.

SALEM, MASS., Dec. 17, 1883.

IN SCHOOL COMMITTEE.

To the School Board of the City of Salem:

The Executive Committee present the following Report of the Expenditures and Receipts of the School Department of Salem, for the fiscal year ending Nov. 30, 1883.

PERMANENT INVESTMENT.

Apparatus, . .	$27 10	
Furniture, . . .	3 00	
Library and cabinet, .	65 44	
Am't permanent investment,		$95 54

Amount brought forward,		$95 54

CURRENT EXPENDITURES.

Salaries,	$59,843 90	
Janitors,	3,530 78	
Fuel,	4,677 36	
Repairs,	4 50	
Printing and supplies,	1,266 53	
Books for pupils,	988 07	
Gas bills,	184 80	
Water Rates,	734 85	
Taking school census,	218 32	
Printing Annual Report,	107 20	
Miscellaneous,	457 53	
Amount of current expenditures,		$72,013 84
Total amount expended during the year,		$72,109 38

RECEIPTS.

Dog tax,	$1,580 11	
Tuition of non-resident pupils,	450 00	
Total receipts,		$2,030 11
Net total expenditures for the year,		$70,079 27

For the Executive Committee,

WM. M. HILL, *Chairman.*

REPORT OF HIGH SCHOOL COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 17, 1883.

Since our last annual report was rendered, the High School has completed one year of its allotted work, and entered well upon the first term of another.

The close of the last year found the school emerging from the disturbance of its routine, caused by numerous changes and long continued sickness among the teachers. The experience of that year confirming the opinion previously held by the Committee of the Schools, that an additional teacher was needed—the Board granted permission for the purpose, and Miss Mary R. Sawyer, a former pupil, and graduate of the school, and a graduate also of the Normal School, who by efficient work as a substitute had given evidence of fitness, was added to the corps.

The school was closed for the year by public Graduation Exercises. These exercises were not intended to be any exhibition of the standing or attainments of any pupils, but were for the purpose of making a marked and pleasant ending of the connection of the out-going pupils with the school. They consisted of essays and musical offerings by the pupils; presentation of books supplied by the Andrews fund, by Rev. E. C. Bolles of this city; an address by the mayor,

and remarks by members of the Committee, and by John W. Perkins, Esq., a former teacher. The class numbered thirty-three,—twelve boys and twenty-one girls. Of these, twenty-seven—nine boys and eighteen girls, completed a four years' course; and six—three boys and three girls, a three years' course of study. They were granted Diplomas in accordance with these facts, and subsequently, two boys and one girl, who had entered upon another year, but were obliged to sever their connection with the school, were also granted Diplomas of a three years' course.

Of the graduates in the four years' course, three have entered Harvard College, one is attending the Medical School, and one girl has entered the Boston University. One graduate of three years' course entered the Institute of Technology.

In this connection a word with reference to the last named institution may not be without benefit. Pupils designing to attend it have, at various times, withdrawn themselves from the High School, apparently under the impression that adequate or proper preparation for its course could not be secured. The powers and privileges of the school are ample in this direction, and any boy entering the High School with the intention of some time entering the Institute of Technology, or who may afterward, form such intentions, can, by conferring with the Master of the School, be so guided and instructed in the regular operations of the school as to be properly prepared to take up the full or any partial course there pursued.

It is probable that the present Senior Class will introduce a large number to college life, as seven of its members, all but one of whom are residents of the city, intend to enter college, and one girl will go to Boston University.

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are in too many cases less mindful of school duties than of things in the attention to which vitality is drained, and interest in regular study lost. These conditions are beyond the control of teachers, and if any correction is made, it must begin, like charity, at home.

JAMES DONALDSON,
CHAS. W. RICHARDSON,
EDWARD S. ATWOOD.

REPORT OF GRAMMAR SCHOOL COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 19, 1883.

The Grammar School Committee submit the following as their annual report, in accordance with the rules of the School Board, and the General Statutes of the state, requiring the School Committee of each city and town to report, each year, the condition of the schools under their charge.

The work of the schools during the year, does not differ materially from former years, and the committee bear willing testimony that the progress made, will compare favorably with any preceding year.

The whole number of pupils enrolled in the Grammar schools is 1360, an increase of 21, since last year. Number daily belonging 1194, a decrease of six, while the average daily attendance is 1100—a gain of 2 from last year. Ninety-eight received diplomas of graduation, five less than last year. Seventy-three were admitted to the High school. The number of promotions and graduations from the Primary school last September was 400.

The corps of teachers remains the same in all the schools, with the exception of the Bowditch, where Miss Susan T. Sanborn, after an absence of many months by reason of ill health, has assumed her duties in the school.

At the beginning of the term in September, the Phillips Grammar school commenced its sessions in the new Phillips school-house on Washington square, and at the same time the district limits for the Bowditch and Pickering schools were so changed as to secure greater convenience and better accommodations to the pupils residing in those districts.

There has been no change of text books and but one recommended by the committee. Upon the representation of the principals, that the Franklin Reader failed to meet the requirements of the school, and upon their earnest solicitation that a change be recommended, the matter received the serious consideration of the committee, and after consultation with the teachers, and examination of such readers as were brought to their notice, they unanimously recommended the Lippincott series, and by vote of the Board they were added to the list of text books. A subsequent request of the committee, that they be authorized to use them in the Grammar schools in place of the Franklin, received a majority of the votes of the members present, but not a majority of all the members of the Board. The book is in use in several of the schools both Grammar and Primary, by virtue of authority given sub-committees by Chap. 6, Sec. 7, of the rules of the School board, and already it is evident a new interest has been awakened in this important branch of school instruction.

Book-keeping, by vote of the Board, was authorized as a study in the highest grade of the Grammar schools, and the selection of a text book was referred to this committee. The subject is still under consideration, the committee being of the opinion that ample time should be taken for the examination of the books placed in their hands, to the end that the best may be selected. The end of the year prevents any further action by this committee, and the

more, however, than the attention and labor of the teachers needed to secure to the pupils the best results of this institution. We think no one will deny that the transition from Grammar School to High School studies involves a greater change than is experienced anywhere else in school life. Up to the time of leaving the Grammar School, the progress, although extended, is along lines of direct connection, and any misapprehension of present terms of study may be corrected by reference to former studies of a kindred nature; but in entering upon High School work some departure from established and more or less well understood formulas is almost certain.

It is true if the English course only is undertaken, such departure will be slight; but so few of the scholars confine themselves to a purely English course, that what we have said may be held to be of general application. In passing from Arithmetic to the study of Algebra, new terms are introduced and new methods of statement employed. In the introduction to another language a close attention to details and a nice discrimination is required. These, with other things, present difficulties which can be felt more easily than defined, and render the Junior year a period of trial to both teacher and pupil.

A recognition and comprehension of these things by those having children in the school, would, we think, result in a clearer view of the work begun and of the necessity of regarding it for the time of its continuance as the important and controlling influence of the life of the pupil.

The intensity and fullness of our modern life with its opportunities for change, both of locality and habit, bears with peculiar directness upon young people of the age of High School pupils. They are attracted by the variety and influenced by the movement of the life around them, and

are in too many cases less mindful of school duties than of things in the attention to which vitality is drained, and interest in regular study lost. These conditions are beyond the control of teachers, and if any correction is made, it must begin, like charity, at home.

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matter is commended to the Grammar school committee of the new Board.

As a step in the right direction, the committee note the action of the Board requesting permission of the City Government to furnish text-books to the pupils of our schools, at the expense of the city, and it is hoped that the incoming City Government will meet the wishes of the Board in this respect.

The most important action taken by the Board during the year now closing, as affecting the Grammar schools, and, in some respect, all the schools of the city, is the authorization of semi-annual promotions from the Primary to the Grammar schools, by virtue of a forced construction of Sec. 4, Chap. 2, School Regulations.

It cannot have escaped the recollection of the Board, or of the citizens generally, that an attempt to enforce this rendering of the rule last March, resulted, as was inevitable from the start, in a complete failure. The attempt to promote from the lower grade semi-annually, while all other promotions are made annually, can, if enforced, only result in throwing our whole system of graded schools into confusion, or else entailing a large additional expense to the already excessive expenditures for our public schools.

The committee are confident that it becomes a matter of serious import to both parents and pupils, when the claim is made that pupils entering the Grammar from the Primaries in March, are fitted to take rank and maintain their standing in a class already six months advanced in Grammar school instruction, and for this reason, and for the purpose of awakening public attention to this subject, they add to what has already been said, and make a part of this report, the able paper bearing on this subject by Dr. Fessenden, read at the November meeting of the Board.

The progress made during the year has been commendable, and in all cases, faithful work has been accomplished by the teachers of the different classes. If parents could be made to see the desirability of occasional visits on their part, we cannot doubt but that it would be of incalculable advantage to the schools. It stimulates pride in the scholar, when he or she perceives that their parents are enough interested in the work to spare an hour, now and then, to encourage them in their tasks by their presence. Former experience in this direction when your committee made special exertions in this matter and was enabled to procure frequent visitations by parents, has satisfactorily demonstrated, that its good influence is widely extended. The parent little knows the pride a son or daughter takes in reciting a lesson well, or the shame they feel in a faulty recitation, in the presence of a parent. They feel not half the chagrin at a failure before a casual visitor or the committee even, that they do before a father or mother. We have noticed that those parents who find the most fault are the ones who are the least frequently seen in the schoolroom. Come in, unannounced—unexpected, and we feel sure that your first visit will not be the last.

Particular endeavors have been made to have the scholars do *thorough* work as far as they go and as they go. There is a feeling with many that scholars should be rapidly advanced in the Grammar school, from which many, in fact the larger proportion, graduate, and leave it for the active duties of life. We deprecate the idea strongly, that advancement should be made at the expense of thorough training. The boy who leaves the Grammar school at the end of its course, without being well and thoroughly grounded in the studies of its curriculum, will regret it to the end of his life, if he is ambitious and desirous of mak-

principals of our Grammar school, teachers of long experience, of cool judgment, with an intimate personal knowledge of the many different dispositions of the pupils under their care, are responsible for it. We must look for an explanation in another direction; yet we feel it our duty to utter a word of caution, and while there is not that unanimity of sentiment as to the expediency of abolishing corporal punishment in our schools, we are as one in earnestly calling the attention of teachers to Sec. 1, Chap. 7, School Regulations, which forbids corporal punishment, except in *extreme* cases.

Upon the request of the chairman, that members of the committee report more definitely the condition of their respective schools, with such suggestions as will tend, more fully, to advance their good and welfare, responses were received from Dr. Fessenden of the Bowditch, Dr. Hines of the Phillips, and Mr. Russell of the Bentley, and are appended to this report.

The committee take this occasion to express their regret that with the close of the year, the Board loses three of its most efficient members, two of whom, Messrs. Faxon and Russell, have been faithful members of this committee. In their retirement they have the best wishes of all their co-laborers.

For the Committee,
EDW. E. DALTON, *Chairman.*

BENTLEY GRAMMAR SCHOOL.

The undersigned, committee of the Bentley Grammar school, respectfully submits the following report:

The number of pupils the present term is 180, occupying four rooms; the first and second classes being taught in room No. 1.

from the solicitation of an habitual transgressor in that direction. Corporal punishment seems to be of little avail in checking the career of the confirmed truant. Now and then an unusual case occurs, when it seems that some modification of the state law might be of advantage, so that the School Board might be entrusted with some discretionary powers. As in a case occurring in the Bowditch school during the past year, where a boy persistently played truant for the purpose of going to woek, and did actually earn fifty cents, by a day's labor, while playing the truant.

To send such a boy to a public school is worse than useless, and his case points directly to the need of a reformatory institution, where work and study may be combined. Could a truant school be established, agreeably to the statutes of the state, which requires the County Commissioners on the application of *three* or more towns or cities, within the county, to establish and maintain such a school, it would be a step in the right direction, in our judgment, and should receive the early attention of our city.

Respectfully submitted,

J. P. FESSENDEN, *Sub-Committee.*

PHILLIPS GRAMMAR SCHOOL.

The Sub-Committee of the Phillips school would congratulate the Board that the school is now well established in the new edifice, erected on the same site as the old building, and that once again all its classes are gathered under one roof—which latter fact cannot but be of benefit to both pupils and teachers.

The arrangement of the rooms, the lighting, heating and ventilating the same, necessities which are so essential to the good conduct and health of a school, seem to have been well considered, and as far as your committee has been able to ascertain, may be regarded as successful.

This is, however, more than can be said of the sanitary arrangements. The accommodations for the pupils—there being three hundred scholars in the building—are altogether inadequate, and your committee would suggest that measures be taken to remedy what is certainly a great evil, by providing an additional number of closets.

There has been no change in the corps of teachers since the last report. The belonging and the average attendance has increased during the past year, and in all respects the school has maintained the standing it has enjoyed during former years.

There is one matter to which your committee would earnestly direct the attention of the full Board,—truancy. An increase is apparent in the Phillips as well as in other schools. An evil which is so detrimental and demoralizing to a class—and growing at the rate it is—should receive such immediate and practical attention as would reduce the number of cases to the lowest possible figure.

At present one of the rooms in the building is occupied by a colony from the Lynde school, thus bringing into contact Grammar and Primary scholars, necessitating recesses at different hours, and being altogether an arrangement for many reasons to be deprecated.

Should there be any considerable number of scholars promoted semi-annually from the Primary schools, it will necessitate the withdrawal of this colony, as the room now occupied by it would be needed to accommodate the influx of pupils in the spring, the rooms now in use by the first classes already being well filled.

F. E. HINES, *Sub-Committee.*

REPORT ON SEMI-ANNUAL EXAMINATIONS.

A majority of the committee to which was referred the order relating to an amendment of the regulations, providing for a semi-annual examination in the primary schools, for advancement to the grammar, would respectfully submit the following report:

Believing as they do, that no considerable number of scholars, on an average, can complete a course of study in *six* months, which is supposed and intended to occupy *twelve* months time, such an examination, if carried out and the pupils promoted, cannot be otherwise than detrimental to the best interests of those directly concerned therein, and of those in the classes to which it is proposed to promote them.

The semi-annual examination of last year, by which so large a number of scholars were promoted, demonstrated this fact, for the reason that the primary school teachers, almost without an exception gave, as their opinion, that quite a number who passed the required examination, were not yet fitted to pass up. Such also was the opinion of some members of the committee, as expressed here in the Board. If they were deemed incompetent to take their places in a class in advance, just commencing in its yearly curriculum, how much more incompetent must they have been to enter a class, *six* months in advance of their examinations and *twelve* months in advance of their standing in

ing his mark in the world. With too many, the faculty which a child may have to earn money in early life, is thought more importance than his faculty of becoming, by education, well trained and equal to all the duties of life. Better is it that a scholar advance slowly, if thoroughly, or even go back to the beginning, than blindly to go forward, plunging deeper and deeper into misunderstanding, or not understanding at all, until he becomes ashamed to retrace his steps at a point of further advancement.

In the matter of declamation, it would be well, if by concerted arrangement between the different committees, speaking before the whole school should be made more prominent, and such attention be paid to this department, that a scholar, even when he leaves the Grammar school, may have become so much accustomed to the sound of his own voice, before the full school, that he shall have lost all embarrassment. We deem this one of the most important branches in a child's education, and every public meeting affords instances of what "might have been" had confidence been acquired in early life.

With more attention given to this branch, we should find less difficulty in hearing recitations in school, where scholars so frequently hardly speak above a whisper, and as in the case of the broken prattle of the infant just learning to talk, nobody understands but the one whose daily talk is with it.

The number of truants, (there having been 130 half days of truancy during the year, out of an enrollment of 475,) have included several stubborn cases, and have been a source of great uneasiness both to teachers and committee. It is lamentable to see how a little leaven of that kind, permeates and influences the whole body. Cases are found, without difficulty, of boys who are truants for the first time, simply

in some cases and the employment of extra teachers for the same. It is extremely doubtful if the City Government would consent to this, and we do not believe that the advantage to be derived from such promotions, (and, in fact, we believe that these promotions have nothing healthy about them), would warrant any such expenditure of money. *Six* months wholesale promotion in one class, must be responded to by like promotion through all the grades, even to the High school, unless a new class is formed. It is believed that considerate parents, who have the best interests of their children at heart, and look more to *how well* they learn, rather than *how fast*, would not desire their children to omit any part of the course, in their progress through the schools, which they must do, should they join a class already *six* months in advance of them. We question very much, if any member of this Board, would give consent to his own child, at so early a period in its educational career, being allowed to omit the studies of *six* months. In closing, your committee would say, that they believe no provision for examinations is necessary, other than at the close of the school year, as any scholar may pass from time to time, from one class to another, if found fitted to do so. The committee recommend the passage of the order.

Respectfully submitted,

JOS. P. FESSENDEN, *Committee.*

REPORT OF PRIMARY SCHOOL COMMITTEE.

IN SCHOOL COMMITTEE,
SALEM, Dec. 17, 1883.

In accordance with the rules of this Board, the Primary School Committee now present their annual report.

During the past year there have been no particular changes to mention in the details of the management of the Primary Schools. The average attendance has been about the same as that of former years.

We find that the greater latitude now allowed the teachers, in their methods of teaching, has had a very beneficial effect, as the division of the rooms into two classes or sections, has enabled the backward or dull scholars to receive more particular attention than when all were in one division. We find that by this arrangement, many pupils are prepared for promotion at the middle of the year; while others, say those who enter the first class in September, are ready for promotion at the end of the year.

In order to give this matter of semi-annual promotions a trial (which had been omitted for several years), an examination of the first classes in all of the Primary schools was held at the end of the half year in March last, the average was fixed at eighty-eight per cent., which was thought to be a high figure, but to our surprise, a muchlarger number of

children obtained this result than we had expected. The Grammar schools were not then prepared to receive such a large accession to their numbers, and the result was, that most of the Primary school children were obliged to remain in their respective schools until the end of the school year; in a few cases, room was found in some of the Grammar schools for a portion of them. We hope that a solution of this question will be found in the ensuing year, for we consider that this subject of semi-annual promotions from the Primary to the Grammar schools, is one of great importance.

In our opinion, the Primary school, as its title indicates, is merely one to take the young child and teach it by easy steps so that at the age of nine or ten years it will be prepared for entry to the Grammar school, where, from that age to—say fifteen, it receives all the education it is likely to get. Many children leave the Grammar schools at an early age, compelled to go into the mills, and to other occupations to help out the family living. In fact, some of them evince such a precocity in knowledge of the ways of the out-door world that school seems to be no place for them. There, of course, are exceptions, for a large number of our pupils are faithful in attendance and study, and are a credit to the schools.

As the numbers graduating from the Grammar to the High school is small, compared with the number who enter them, it seems to us that an arrangement might be made for semi-annual promotions in them from class to class, thus preparing for the influx from the Primaries; and, finally, if the pupils who reach the highest class, and at the time for entry to the High school, do not wish to avail themselves of that privilege, they may remain and receive instruction awhile longer, thus expending their spare time where it is worth the most to them.

These suggestions are offered with the best intentions for the advancement of the children under our charge, and we trust they will be received and acted upon in a like spirit.

Regarding examinations, your Committee do not feel quite satisfied with a percentage test; we find that it is not an infallible guide, and we would put more confidence in the judgment of the teachers, in relation to a pupil's capacity, habits, and application, than in a percentage.

This may, perhaps, work well in seminaries and colleges, where the pupils are of adult age, but for primary children it is a delusion.

In our Primary schools, we find from experience that the girls are generally more forward than the boys; we can only account for this by the supposition that the girls have more home training than many of the boys do.

Of the studies pursued, reading and the use of good language is the most difficult, and one reason for this is, the great amount of slang used now by boys in their street talk. It is painful to hear some of them read; it seems as if they were using a language with which they were comparatively unacquainted, and it is little wonder that teachers and committees are almost discouraged at it.

In spelling and geography they do better, and in arithmetic many show excellent progress. Upon the whole, our Primary schools are doing a little better than formerly; our teachers are earnest in the performance of their duties, and certainly the care they take of the young children in the winter season, and the endeavors they use to provide clothing and shoes for the needy, are deserving of notice.

It is hoped that a place for the colony of the Lincoln school, now in Hamilton hall building, in a dark and ill-ventilated room, will soon be found.

Since our last report, the Lynde School has removed

articles as are deemed proper allowed. The papers are then filed away for future reference. In this way we have a complete record of all supplies furnished to each school, and can readily tell who, if any, are using them to excess. The committee in no sense questioned the good intentions of teachers or janitors, but with more than one hundred of them calling for numberless articles, from a pin to a wall-map, we deemed it unbusiness-like, at least, to grant these requests without an examination, and equally so, not to keep a record of them when granted. When we tell you that some schools call upon us for double the articles for which another school as large asks, the necessity for some such check will be apparent. Many of these requests are for things which it is not within the province of this committee to supply. It is our belief that many things are used in the schools which cost much money and do little or no good. These abuses, if one may call them such, came into existence previous to the creation of the committee on supplies. As showing the almost boundless extent of the supplies which this committee furnishes we enumerate a few: almost a half ton of paper—including note, examination and brown "practice" paper, chromos, blank books for records, lead and slate pencils, pens, chalk crayons, erasers, brooms, brushes, dusters, pails, bells and thermometers.

Another evil of the old system was that no one could tell when the calls might exceed the supply on hand. Under the present system, if any articles are wanted when the applications are examined arrangements are made there and then for the purchase of them. Supplies are purchased only on a recorded vote of the committee and usually in quantities. In most cases contracts are made where it can be done most advantageously, always giving preference, to some extent, to our local dealers. Out of an expenditure of

REPORT ON NAUMKEAG SCHOOL.

IN SCHOOL COMMITTEE,
SALEM, Dec. 17, 1883.

In submitting the fifteenth annual report of this school, the committee has little to add to what was said last year.

The school still continues to have an uncertain and irregular attendance. Too many pupils for comfort in the one room occupied and not enough to obtain for it that recognition which a larger number would command. The number enrolled at the present time is greater than that enrolled at the same time last year, and the average attendance is also greater, showing a steady growth of the school. In November, your committee found it necessary to relieve the room at once. There were eighty-seven children present on one afternoon, a number beyond all reason in one room. Twenty were therefore sent into the rooms of the Browne School, the teachers and sub-committee on that school kindly consenting to receive them at an irregular time. They have done the best they could with children not fitted for any particular class in a graded school. The attendance is still too large at times for the accommodation of one room. Since the promotion seventy-three have been present at one time.

In looking over previous reports on this school, we find that the committee has called, year after year, for more room, and called in vain. Sooner or later the city must have a school building for this school. The room now occupied will be needed by the Browne School in a few years. We need a building of about four rooms to be used by the ungraded school. There are pupils in the graded school who ought not to be there. They are a drag on teachers and companions. If we had rooms we might weed them out and class them together. The same building could also be used by the evening school.

One other thing—the parents of these children are very poor. It is with difficulty that some of them obtain food and clothes. They try to get a book and a slate, but cannot always do it. We frequently have to go through with the elaborate process prescribed by the rules for supplying books to indigent pupils, merely to get a six-cent slate. It requires several days' time, and, frequently, considerable difficulty is experienced in making the parent understand what is wanted. The children receive these books as their own. They attend school a few months and leave to work in the mill. Then they return to us; the books have been lost or destroyed, and we again supply them, and so continue year after year. If the school committee could be entrusted with the discretionary power of furnishing books free to pupils, it could supply this school with books and slates for one-third the present cost, because we could use them year after year. More work could be accomplished, also; teachers are now delayed in their work for want of sufficient books and slates for all pupils. It does seem as if a thing which economy demands, and the good of the school likewise, ought not much longer to be denied to us.

The attention of employers is called to the law governing

These suggestions are offered with the best intentions for the advancement of the children under our charge, and we trust they will be received and acted upon in a like spirit.

Regarding examinations, your Committee do not feel quite satisfied with a percentage test; we find that it is not an infallible guide, and we would put more confidence in the judgment of the teachers, in relation to a pupil's capacity, habits, and application, than in a percentage.

This may, perhaps, work well in seminaries and colleges, where the pupils are of adult age, but for primary children it is a delusion.

In our Primary schools, we find from experience that the girls are generally more forward than the boys; we can only account for this by the supposition that the girls have more home training than many of the boys do.

Of the studies pursued, reading and the use of good language is the most difficult, and one reason for this is, the great amount of slang used now by boys in their street talk. It is painful to hear some of them read; it seems as if they were using a language with which they were comparatively unacquainted, and it is little wonder that teachers and committees are almost discouraged at it.

In spelling and geography they do better, and in arithmetic many show excellent progress. Upon the whole, our Primary schools are doing a little better than formerly; our teachers are earnest in the performance of their duties, and certainly the care they take of the young children in the winter season, and the endeavors they use to provide clothing and shoes for the needy, are deserving of notice.

It is hoped that a place for the colony of the Lincoln school, now in Hamilton hall building, in a dark and ill-ventilated room, will soon be found.

Since our last report, the Lynde School has removed

from the rooms on Brown street, temporarily occupied, to the Herbert school-house, a pleasant and convenient building.

School accommodations will soon be required for that growing portion of the city near Tremont street, and we would suggest the removal of the Dunlap street school-house (if practicable), to that neighborhood.

For the Committee,

N. H. MILLETT, *Chairman.*

ing his mark in the world. With too many, the faculty which a child may have to earn money in early life, is thought more importance than his faculty of becoming, by education, well trained and equal to all the duties of life. Better is it that a scholar advance slowly, if thoroughly, or even go back to the beginning, than blindly to go forward, plunging deeper and deeper into misunderstanding, or not understanding at all, until he becomes ashamed to retrace his steps at a point of further advancement.

In the matter of declamation, it would be well, if by concerted arrangement between the different committees, speaking before the whole school should be made more prominent, and such attention be paid to this department, that a scholar, even when he leaves the Grammar school, may have become so much accustomed to the sound of his own voice, before the full school, that he shall have lost all embarrassment. We deem this one of the most important branches in a child's education, and every public meeting affords instances of what "might have been" had confidence been acquired in early life.

With more attention given to this branch, we should find less difficulty in hearing recitations in school, where scholars so frequently hardly speak above a whisper, and as in the case of the broken prattle of the infant just learning to talk, nobody understands but the one whose daily talk is with it.

The number of truants, (there having been 130 half days of truancy during the year, out of an enrollment of 475,) have included several stubborn cases, and have been a source of great uneasiness both to teachers and committee. It is lamentable to see how a little leaven of that kind, permeates and influences the whole body. Cases are found, without difficulty, of boys who are truants for the first time, simply

from the solicitation of an habitual transgressor in that direction. Corporal punishment seems to be of little avail in checking the career of the confirmed truant. Now and then an unusual case occurs, when it seems that some modification of the state law might be of advantage, so that the School Board might be entrusted with some discretionary powers. As in a case occurring in the Bowditch school during the past year, where a boy persistently played truant for the purpose of going to woek, and did actually earn fifty cents, by a day's labor, while playing the truant.

To send such a boy to a public school is worse than useless, and his case points directly to the need of a reformatory institution, where work and study may be combined. Could a truant school be established, agreeably to the statutes of the state, which requires the County Commissioners on the application of *three* or more towns or cities, within the county, to establish and maintain such a school, it would be a step in the right direction, in our judgment, and should receive the early attention of our city.

Respectfully submitted,

J. P. FESSENDEN, *Sub-Committee.*

PHILLIPS GRAMMAR SCHOOL.

The Sub-Committee of the Phillips school would congratulate the Board that the school is now well established in the new edifice, erected on the same site as the old building, and that once again all its classes are gathered under one roof—which latter fact cannot but be of benefit to both pupils and teachers.

The arrangement of the rooms, the lighting, heating and ventilating the same, necessities which are so essential to the good conduct and health of a school, seem to have been well considered, and as far as your committee has been able to ascertain, may be regarded as successful.

This is, however, more than can be said of the sanitary arrangements. The accommodations for the pupils—there being three hundred scholars in the building—are altogether inadequate, and your committee would suggest that measures be taken to remedy what is certainly a great evil, by providing an additional number of closets.

There has been no change in the corps of teachers since the last report. The belonging and the average attendance has increased during the past year, and in all respects the school has maintained the standing it has enjoyed during former years.

There is one matter to which your committee would earnestly direct the attention of the full Board,—truancy. An increase is apparent in the Phillips as well as in other schools. An evil which is so detrimental and demoralizing to a class—and growing at the rate it is—should receive such immediate and practical attention as would reduce the number of cases to the lowest possible figure.

At present one of the rooms in the building is occupied by a colony from the Lynde school, thus bringing into contact Grammar and Primary scholars, necessitating recesses at different hours, and being altogether an arrangement for many reasons to be deprecated.

Should there be any considerable number of scholars promoted semi-annually from the Primary schools, it will necessitate the withdrawal of this colony, as the room now occupied by it would be needed to accommodate the influx of pupils in the spring, the rooms now in use by the first classes already being well filled.

F. E. HINES, *Sub-Committee.*

REPORT ON SEMI-ANNUAL EXAMINATIONS.

A majority of the committee to which was referred the order relating to an amendment of the regulations, providing for a semi-annual examination in the primary schools, for advancement to the grammar, would respectfully submit the following report:

Believing as they do, that no considerable number of scholars, on an average, can complete a course of study in *six* months, which is supposed and intended to occupy *twelve* months time, such an examination, if carried out and the pupils promoted, cannot be otherwise than detrimental to the best interests of those directly concerned therein, and of those in the classes to which it is proposed to promote them.

The semi-annual examination of last year, by which so large a number of scholars were promoted, demonstrated this fact, for the reason that the primary school teachers, almost without an exception gave, as their opinion, that quite a number who passed the required examination, were not yet fitted to pass up. Such also was the opinion of some members of the committee, as expressed here in the Board. If they were deemed incompetent to take their places in a class in advance, just commencing in its yearly curriculum, how much more incompetent must they have been to enter a class, *six* months in advance of their examinations and *twelve* months in advance of their standing in

the class from which they came. In our lower schools, particularly, it must be evident to every one, that thoroughness, or in other words, complete and familiar knowledge of the branches taught therein, is indispensably necessary for the proper advancement of the pupil. If it is true, that so large a number of pupils are fitted at the end of a *six* months course in the curriculum of a year and prepared to enter a class *twelve* months in advance of them, one of two things is true: either there is an unusual precocity existing among our scholars, or the course of study in the primary school needs revision. We do not believe that the regulation was intended by those who devised it, to provide for a *general* examination for advancement, but for a few scholars who had made extra endeavors for particular reasons. Only study outside of the regular course could prepare pupils for promotion, and it is not to be supposed that teachers in the primaries have time to attend to this, more especially to give instruction in the studies of the first *six* months of the grammar schools. One thing is certain—they should not have the time.

Furthermore, the Grammar school committee would not feel authorized to put scholars advanced from the primaries, under the circumstances, into a class already *twelve* months in advance, believing it would be casting too much of a burden upon the teachers, in that they would have to bring the incoming pupils up to the standard already reached by the Grammar school class, and it would thus directly interfere with the attention necessary to be bestowed upon this class.

In this contingency, should this examination be conducted semi-annually, with results similar to the last, a new class would have to be formed, necessitating the provision of rooms outside of the present Grammar school buildings,

in some cases and the employment of extra teachers for the same. It is extremely doubtful if the City Government would consent to this, and we do not believe that the advantage to be derived from such promotions, (and, in fact, we believe that these promotions have nothing healthy about them), would warrant any such expenditure of money. *Six* months wholesale promotion in one class, must be responded to by like promotion through all the grades, even to the High school, unless a new class is formed. It is believed that considerate parents, who have the best interests of their children at heart, and look more to *how well* they learn, rather than *how fast*, would not desire their children to omit any part of the course, in their progress through the schools, which they must do, should they join a class already *six* months in advance of them. We question very much, if any member of this Board, would give consent to his own child, at so early a period in its educational career, being allowed to omit the studies of *six* months. In closing, your committee would say, that they believe no provision for examinations is necessary, other than at the close of the school year, as any scholar may pass from time to time, from one class to another, if found fitted to do so. The committee recommend the passage of the order.

Respectfully submitted,

JOS. P. FESSENDEN, *Committee.*

REPORT OF PRIMARY SCHOOL COMMITTEE.

IN SCHOOL COMMITTEE,
SALEM, Dec. 17, 1883.

In accordance with the rules of this Board, the Primary School Committee now present their annual report.

During the past year there have been no particular changes to mention in the details of the management of the Primary Schools. The average attendance has been about the same as that of former years.

We find that the greater latitude now allowed the teachers, in their methods of teaching, has had a very beneficial effect, as the division of the rooms into two classes or sections, has enabled the backward or dull scholars to receive more particular attention than when all were in one division. We find that by this arrangement, many pupils are prepared for promotion at the middle of the year; while others, say those who enter the first class in September, are ready for promotion at the end of the year.

In order to give this matter of semi-annual promotions a trial (which had been omitted for several years), an examination of the first classes in all of the Primary schools was held at the end of the half year in March last, the average was fixed at eighty-eight per cent., which was thought to be a high figure, but to our surprise, a muchlarger number of

REPORT OF COMMITTEE ON PRINTING AND SUPPLIES.

In School Committee,
Salem, Dec. 17, 1883.

The Committee on printing and supplies herewith submits its first annual report. This committee was created in the spring of 1881. No report was submitted last year as the work was new and had not been fully defined and systematized. On taking charge of this department of school work we learned that most of it had been done by the superintendent. We found numerous blanks for orders and vouchers, but no record of goods purchased or distributed could be found. Goods had been delivered without any system and without any account of the same being kept. Teachers or janitors came to the office, asked for various articles and received them if on hand. If not, the superintendent, or the first committee-man who could be found, ordered them to be furnished. After a year and a half's trial of this way of doing business, the committee unanimously decided to adopt another.

At the beginning of the present year, notice was given that teachers and janitors must submit written applications for supplies, these to be examined at a meeting of the committee. For this purpose regular meetings have been held on the first and third Mondays of each month and special meetings at other times when necessary. At these meetings the requisitions are carefully examined and such

These suggestions are offered with the best intentions for the advancement of the children under our charge, and we trust they will be received and acted upon in a like spirit.

Regarding examinations, your Committee do not feel quite satisfied with a percentage test; we find that it is not an infallible guide, and we would put more confidence in the judgment of the teachers, in relation to a pupil's capacity, habits, and application, than in a percentage.

This may, perhaps, work well in seminaries and colleges, where the pupils are of adult age, but for primary children it is a delusion.

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Of the studies pursued, reading and the use of good language is the most difficult, and one reason for this is, the great amount of slang used now by boys in their street talk. It is painful to hear some of them read; it seems as if they were using a language with which they were comparatively unacquainted, and it is little wonder that teachers and committees are almost discouraged at it.

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It is hoped that a place for the colony of the Lincoln school, now in Hamilton hall building, in a dark and ill-ventilated room, will soon be found.

Since our last report, the Lynde School has removed

something over twelve hundred dollars less than one hundred has gone out of town. Of that amount, a good portion was for articles which could not be purchased in Salem.

The system, it will be seen, is a simple one. The principals send to the city hall, on or before the days of meeting of the committee, lists of articles wanted. These lists are passed upon. The supplies allowed are done up in bundles and are ready for delivery by noon of the following day.

The expenses of this department during the fiscal year ending Nov. 30, 1883, amounted to $1266.53. In this amount is included the cost of a new steel-plate for printing the high school diplomas, ($125), which is not likely to occur again for many years. This plate was necessitated by the change in the high school whereby there are two classes of graduates instead of one as heretofore. It was so engraved that it can be used for graduates of both departments. Should the courses be changed again, this plate can be used. The expenses of the department in 1882 were $1432.98; in 1881, $1820.56; in 1880, above two thousand dollars. We have on hand twenty-two reams of paper, 260 dozen slate pencils, 48 dozen lead pencils, 14 boxes of crayons, 3000 envelopes, a supply of note paper and small blocks; the census and ward books for 1884, 22 teacher's record books, a supply of credit cards, and small quantities of other supplies of various kinds.

We desire to call attention to the destruction or loss of much of the school property remaining in the houses during vacation. It was through no fault of the school board or any of its employees. The janitors could do no more than to lock the school house doors.

When the schools were reopened in September, brooms, brushes, pails, dusters and like articles had disappeared. Shelves, brackets and maps had been taken down and not replaced. In some instances they could not be found. We

REPORT ON NAUMKEAG SCHOOL.

IN SCHOOL COMMITTEE,
SALEM, Dec. 17, 1883.

In submitting the fifteenth annual report of this school, the committee has little to add to what was said last year.

The school still continues to have an uncertain and irregular attendance. Too many pupils for comfort in the one room occupied and not enough to obtain for it that recognition which a larger number would command. The number enrolled at the present time is greater than that enrolled at the same time last year, and the average attendance is also greater, showing a steady growth of the school. In November, your committee found it necessary to relieve the room at once. There were eighty-seven children present on one afternoon, a number beyond all reason in one room. Twenty were therefore sent into the rooms of the Browne School, the teachers and sub-committee on that school kindly consenting to receive them at an irregular time. They have done the best they could with children not fitted for any particular class in a graded school. The attendance is still too large at times for the accommodation of one room. Since the promotion seventy-three have been present at one time.

In looking over previous reports on this school, we find that the committee has called, year after year, for more room, and called in vain. Sooner or later the city must have a school building for this school. The room now occupied will be needed by the Browne School in a few years. We need a building of about four rooms to be used by the ungraded school. There are pupils in the graded school who ought not to be there. They are a drag on teachers and companions. If we had rooms we might weed them out and class them together. The same building could also be used by the evening school.

One other thing—the parents of these children are very poor. It is with difficulty that some of them obtain food and clothes. They try to get a book and a slate, but cannot always do it. We frequently have to go through with the elaborate process prescribed by the rules for supplying books to indigent pupils, merely to get a six-cent slate. It requires several days' time, and, frequently, considerable difficulty is experienced in making the parent understand what is wanted. The children receive these books as their own. They attend school a few months and leave to work in the mill. Then they return to us; the books have been lost or destroyed, and we again supply them, and so continue year after year. If the school committee could be entrusted with the discretionary power of furnishing books free to pupils, it could supply this school with books and slates for one-third the present cost, because we could use them year after year. More work could be accomplished, also; teachers are now delayed in their work for want of sufficient books and slates for all pupils. It does seem as if a thing which economy demands, and the good of the school likewise, ought not much longer to be denied to us.

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ABSTRACT OF THE SCHOOL CENSUS OF MAY, 1883.

WARD.	NO. OF CHILDREN BETWEEN 5 AND 15 YEARS OLD.							NO. OF SCHOLARS OVER 15 YEARS OLD.					TOTAL OF ALL AGES.	CLASSIFICATION OF ATTENDANCE AT PRIVATE SCHOOLS, ETC.							
	IN PUBLIC SCHOOLS.		IN PRIVATE SCHOOLS, ETC.		NOT ATTENDING SCHOOLS.		TOTAL.	IN PUBLIC SCHOOLS.		IN PRIVATE SCHOOLS, ETC.		TOTAL.		COLLEGES, ETC.	PRIVATE SCHOOLS.	ROM. CATH. SCHOOLS.	CHARITABLE INSTITUTIONS.	REFORMATORY INSTITUTIONS.	WHOLE NO. OF SUCH.		
	BOYS.	GIRLS.	BOYS.	GIRLS.	BOYS.	GIRLS.		BOYS.	GIRLS.	BOYS.	GIRLS.								BOYS.	GIRLS.	TOTAL.
I.	337	191	28	207	62	36	861	13	19	8	14	54	915	4	7	215	....	31	36	221	257
II.	333	244	21	69	33	48	748	36	43	15	23	117	865	10	69	49	....	....	36	92	128
III.	224	139	11	103	20	22	519	26	22	15	33	96	615	26	43	93	....	....	26	136	162
IV.	382	197	15	204	34	27	859	24	25	8	28	85	944	12	41	202	....	....	23	232	255
V.	474	259	83	295	89	77	1277	42	38	6	22	108	1385	10	43	303	50	....	89	317	406
VI.	285	178	0	108	35	43	649	36	25	10	14	85	734	11	5	116	...	....	10	122	132
Total	2035	1208	158	986	273	253	4913	177	172	62	134	545	5458	73	208	978	50	31	220	1120	1340

REPORT OF COMMITTEE ON EVENING SCHOOLS.

IN SCHOOL COMMITTEE,
SALEM, Dec. 17, 1883.

The Committee on Evening Schools respectfully submit the following report:

The evening school for boys, for the term commencing the first Monday in November, 1882, was dispensed with by vote of this Board.

That for girls, was opened on the above date, under charge of Miss Caroline N. Tarr, with Miss Fanny McMurphy as assistant. The school was held in the hall in Essex Block, St. Peter street.

It opened with an attendance of about thirty pupils, but after a few weeks the number gradually diminished, until, at the end of the term, March 1st, the attendance had dwindled down to half a dozen.

At the present term, after much delay in procuring accommodations for the schools, rooms were furnished for the girls' school in the High school building. The school was opened on Monday, Dec. 3, and has had an average attendance of twenty-four per evening.

The Committee have appointed Miss Mary E. Rowley as principal, and Miss Grace Tuttle, assistant, and also Mrs. Scher to teach the Swedish scholars, of whom there are six already entered, with prospects of more. We have

Grammar Schools: Bentley, 10; Bowditch, 40; Phillips, 14; Pickering, 15; Saltonstall, 19. Total, 98.

High School, 36.

Account of service of truant officer for the school year 1882-83:—visits to school, 1,634; attendance at court, 46 times; attendance at school exhibitions, four half days—besides visits at mills, etc., reports to Secretary, etc., and other duties as in previous years.

Cases of absenteeism, not truancy, investigated, 3125, as follows:

High School, 1.

Grammar Schools:—Bentley, 11; Bowditch, 684; Phillips, 524; Pickering, 13; Saltonstall, 215. Total, 1447.

Primary Schools:—Bentley, 14; Bertram, 0; Browne I, 200; Browne II, 345; Carlton, 26; Endicott, 292; Lincoln, 31; Oliver, 17; Lynde, 174; Pickman, 449; Prescott, 92; Upham, 9. Total, 1649.

Naumkeag School, 28.

Cases of truancy discovered, 382, as follows:—

High School, 5.

Grammar Schools:—Bentley, 1; Bowditch, 93; Phillips, 72; Pickering, 7; Saltonstall, 10. Total, 183.

Primary Schools:—Bentley, 5; Bertram, 0; Browne I, 15; Browne II, 37; Carlton, 7; Endicott, 50; Lincoln, 12; Oliver, 10; Lynde, 22; Pickman, 20; Prescott, 11; Upham, 3. Total, 192.

Rates of tuition for non-resident pupils, to be paid semi-annually in advance: *i. e.*, before pupils are permitted to receive instruction for the terms:—

High School,	$50 00	per	year;	$25 00	each	payment.
Grammar Schools,	30 00	"	"	15 00	"	"
Primary Schools,	20 00	"	"	10 00	"	"

REPORT OF THE COMMITTEE ON MUSIC.

IN SCHOOL COMMITTEE, Dec. 17, 1883.

Up to the close of the last school year the study of Music in the schools was continued under the direction of Prof. O. B. Brown, in the manner detailed in former reports. The Musical Festival was held this year at Mechanic hall, and was largely attended by an interested public. The Board having failed to re-elect Prof. Brown to the position, which to the satisfaction of the Music Committee, he has held since Jan. 1, 1880, the attention to musical studies was less regular and sustained for a period, after the re-assembling of the scholars in September.

The choice of of Mr. H. O. Upton of this city, as Music Teacher, and the fact that in his office he gives a full week's time to Musical Supervision, leads us to hope for advancement in the future.

While working substantially upon the plan of the former teacher, Mr. Upton departs somewhat in detail from methods of his predecessor. The old problem of how to secure and hold the interest of boys in this study is still, in this city, practically unsolved.

The new teacher is hopeful in relation to this matter, and thinks that by careful attention in the schools where the boys are very young, by teaching them to understand and

B.—STATISTICS SUPPLEMENTARY. 1882–83.

SCHOOL.	Weeks of School	Per cent. attendance, 1882–3.	Average No. of pupils taught by each teacher	Cases of tardiness, 1882–83.	Half-days of truancy, 1882–83.	Cases of Corporal Punishment.	Half-days absence of Teachers, 1882–83.	Half-days employment of substitutes, 1882–83.	Teachers, school year, 1881–82	Of same, No. of Normal School Graduates.	No. of teachers, Dec. 1883.	Number of Study Rooms.	NUMBER OF SITTINGS BY CLASSES. I	II	III	IV	V	Total	BUILDING AND LOTS, Erected.	Remodelled.	Valuation.	Size of Lots in Square Feet.
High	40.0	97	24	257	17	0	92	89	7	3	8	2	—	—	—	—	—	224	1855	1871	$20,000	12,104
GRAMMAR:																						
Bentley	40.3	89	36	65	0	1	1	1	4	1	4	4	47	—	48	48	48	191	1861	—	30,000	19,450
Bowditch	39 6	91	38	1128	130	153	47	44	10	8	11	10	43	49	98	147	134	471	1870	—	85,000	24,200
Phillips	40.5	93	31	907	151	97	47	37	7	4	7	8	42	48	48	96	144	378	1883	—	33,137	18,000
Pickering	39.9	95	35	298	5	39	161	158	4	2	4	4	49	—	49	49	51	198	1862	—	20,000	16,000
Saltonstall	38.6	94	31	157	11	39	2	2	7	5	7	7	48	48	48	96	96	336	1874	—	16,000	20,040
Total, Gram.	39.8	92	34	2555	297	329	258	242	32	20	33	33	229	145	291	436	473	1574	—	—	$184,137	97,690
PRIMARY:																						
Bentley	41 8	78	31	653	6	0	187	182	4	3	4	4	52	56	48	48	—	204	—	—	—	—
Bertram	40 2	86	35	185	0	0	21	2	4	2	4	4	48	48	48	48	—	192	1879	—	$13,030	20,300
Browne I.	39.5	80	28	321	34	35	61	50	3	2	3	4	48	48	56	54	—	206	1847	1870	20,000	12,975
Browne II.	39.8	81	28	416	74	61	38	35	4	3	4	4	40	49	48	54	—	200	—	—	—	—
Carlton	39.1	83	31	344	22	0	15	9	4	2	4	4	50	49	49	56	—	204	1875	—	10,000	18,085
Endicott	39.9	81	25	688	129	32	65	34	5	2	4	4	46	56	56	56	—	214	1869	—	16,000	11,740
Lincoln	39.8	87	40	401	16	27	2	0	4	4	5	4	48	48	48	48	—	192	1851	—	6,000	6,700
Lynde	40.4	82	30	743	50	44	29	24	5	3	5	5	50	52	55	105	—	262	1841	—	20,000	18,000
Oliver	40.7	83	26	596	12	40	2	0	8	4	4	5	42	45	48	97	—	232	1818	1878	15,000	10,890
Pickman	39.5	85	28	438	38	46	7	3	3	3	3	3	48	48	—	48	—	144	1872	—	9,000	15,380
Prescott	39.8	85	37	500	52	31	24	21	4	3	4	4	50	50	50	60	—	210	1871	—	10,000	12,357
Upham	39 3	86	34	321	30	12	25	18	4	1	4	4	44	44	44	59	—	191	1851	—	13,000	24,100
Total, Primary	40.0	83	31	5606	463	328	476	378	52	32	48	49	575	593	550	733	—	2451	—	—	$132,030	150,527
Naumkeag	39.8	77	29	812	25	19	1	0	2	2	2	1	60	—	—	—	—	60	—	—	—	—
Total Schools	—	87	31	9230	802	676	827	709	93	57	91	85	—	—	—	—	—	4309	—	—	$336,167	260,321 Nearly 6 Acres

BOARD OF SCHOOL COMMITTEE, 1884.

WILLIAM M. HILL, Mayor, Chairman, ex officio.

CHARLES H. INGALLS, President of the Common Council, member ex officio.

WARD ONE.

Till 1885.	Till 1886.	Till 1887.
Francis E. Hines, 17 Charter.	Nathan H. Millet, 8 Curtis.	James J. Foley, 22 Union.

WARD TWO.

Charles A. Buxton, 24 Forrester.	Jabez B. Lyman, 92 Wash'n Sq.	Edwin H. Dodge, 47 Wash'n Sq.

WARD THREE.

George F. Ropes, 16 Summer.	Joseph P. Fessenden, 128 Washington.	John Preston, 1 Mt. Vernon.

WARD FOUR.

Chas. W. Richardson, 2 River.	Edward S. Atwood, 136 Federal.	Hubbard Breed, 83 Federal.

WARD FIVE.

Nath'l B. Perkins, Jr., 2 Cherry.	J. Frank Dalton, 57 Lafayette.	Wm. S. Lord, Holly, cor. Linden.

WARD SIX.

Geo. B. Melcher, 44 Buffum.	Winfield S. Nevins, 20 Orne.	Edward E. Dalton, 21 Mason.

ALFRED B. BROWN, Secretary.
6 City Hall.

CHARLES E. BURNS, Messenger.
5 City Hall.

GRAMMAR SCHOOLS.

[Those marked with a * entered the High School.]

BENTLEY GRAMMAR.

*Lucy N. Butler,
*Annah C. Call,
Clara E. Getchell,
Martha P. Goodell,
*Mary E. Lyman,
R. Florence Morse,
Abbie L. Nichols,
Margaret E. Nichols,
*Grace E. Pitcher,
*Alice A. Phippen.

BOWDITCH GRAMMAR.

*Austin, Arthur L.
Ashton, Joseph N.
*Annable, Irving K.
*Annable, Frank W.
*Bott, Clarence J.
Connelly, John J.
Craig, George A.
Eiffe, John H.
*Fisher, George F.
Ford, Arthur S.
Frye, Daniel M.
*Goodell, Oliver W.
*Henry, John
*Keating, William A.
*Morse, George A.
Mitchell, Edward C.
Nutter, Edward H.
*O'Donnell, John J.
*Reynolds, Joseph H.
*Smith, Frederick W.
*Somes, William F.
*Tuttle, Austin A.
*Treadwell, Harry D.
*Tomlinson, William A.
*Weston, Charles H.
*Northey, Edward A.
*Walker, Fred G.

Arrington, Sarah J.
Cate, Helen P.
*Corson, Emma L.
*Driscoll, Fannie
Gray, Sarah E.
Goldsmith, Nellie E.
*Lamb, Fannie G.
*Looney, Josephine E.
*Maguire, Mary A.
*Pulsifer, Carlotta H.
*Pickering, Gertrude M.
*Tanch, Laura A.
*Warner, Annie M.

PHILLIPS GRAMMAR.

Ernest Holton Averill,
*George Winthrop Bousley,
*Francis Albert Hall,
George William Harwood,
*Charles Alfred Johnson,
*William Johnson,
Augustus Lewis,
*George Upton Nolcini,
*Charles Foster Perkins,
*Willis Stanton Perry,
*Walter Wayland Roberts,
Sumner Willis Upton,
*Charles Everett Wells,
Charles Herbert Nichols.

REPORT OF THE COMMITTEE ON EXAMINATION OF TEACHERS.

CITY OF SALEM,

IN SCHOOL COMMITTEE, Dec. 17, 1883.

Heretofore it has not been thought desirable that this committee should make a yearly statement; but there has been such a change made this year in the method of conducting the examinations, that it was thought advisable to submit a brief report.

Although it is supposed that the committee on examinations is appointed for the purpose of examining applicants for a position on the accepted list of candidates, yet for some time. at least, there has been no regular examination. Applicants who were graduates from the Salem High or Normal Schools, and were supplied with a certificate from their former teachers, were generally accepted, if they were residents of Salem, although such certificates were sometimes of the most formal character. Owing to this easy way of accepting names, the list threatened to swell beyond all reasonable limits.

For this and the further reason that the qualifications of some of the candidates were believed to be not of a high order, it was determined to make the experiment of regular examinations conducted by a competent board. On a little

In looking over previous reports on this school, we find that the committee has called, year after year, for more room, and called in vain. Sooner or later the city must have a school building for this school. The room now occupied will be needed by the Browne School in a few years. We need a building of about four rooms to be used by the ungraded school. There are pupils in the graded school who ought not to be there. They are a drag on teachers and companions. If we had rooms we might weed them out and class them together. The same building could also be used by the evening school.

One other thing—the parents of these children are very poor. It is with difficulty that some of them obtain food and clothes. They try to get a book and a slate, but cannot always do it. We frequently have to go through with the elaborate process prescribed by the rules for supplying books to indigent pupils, merely to get a six-cent slate. It requires several days' time, and, frequently, considerable difficulty is experienced in making the parent understand what is wanted. The children receive these books as their own. They attend school a few months and leave to work in the mill. Then they return to us; the books have been lost or destroyed, and we again supply them, and so continue year after year. If the school committee could be entrusted with the discretionary power of furnishing books free to pupils, it could supply this school with books and slates for one-third the present cost, because we could use them year after year. More work could be accomplished, also; teachers are now delayed in their work for want of sufficient books and slates for all pupils. It does seem as if a thing which economy demands, and the good of the school likewise, ought not much longer to be denied to us.

The attention of employers is called to the law governing

the employment of children. Many children have been, through carelessness, allowed to work on unsigned certificates of attendance. These certificates, even when signed, are not permits to work. The children must take them to the secretary and get a regular permit. We ask for the watchful co-operation of employers and their overseers. They are usually careful, but some of the children will find ways to deceive them and evade the law.

There is no more important work done in our city than in this Naumkeag School. None that demands more wearying labor on the part of the teachers. We commend the school, its faithful teachers, and its pupils, poor and needy, and often hard-worked, to the kindest consideration of the city and the committee.

For the committee,

WINFIELD S. NEVINS, *Chairman.*

Readers and Spellers:—Franklin 1st, 2nd and 3rd, and Intermediate; Monroe's 1st and 2nd Reader and Chart Primer; McGuffey's Eclectic; Sheldon's 1st, 2nd, 3rd and 4th; Appleton's 2nd; Lippincott's 2nd and 3rd.

Writing:—Duntonian Primer; Payson, Dunton and Scribner's Shorter Course.

ALL THE SCHOOLS.

Music:—Mason's Series Music Readers. Eichberg's High School Music Readers, in High School.

forty-three names registered in all, but the attendance is irregular, ranging from eighteen to thirty-three.

For the boys' school, accommodations have been found at the Town Hall, which has been furnished with desks and chairs.

About one hundred and seventy tickets for entrance have been issued, but it is presumed that not near that number will attend, or if they do, it will not be for any length of time. The Committee have appointed Mr. Eugene S. McCarty as principal, with four assistants.

This school has opened this evening with an attendance of one hundred and five scholars.

For the Evening School Committee,

N. H. MILLETT, *Chairman.*

REPORT OF THE COMMITTEE ON MUSIC.

IN SCHOOL COMMITTEE, Dec. 17, 1883.

Up to the close of the last school year the study of Music in the schools was continued under the direction of Prof. O. B. Brown, in the manner detailed in former reports. The Musical Festival was held this year at Mechanic hall, and was largely attended by an interested public. The Board having failed to re-elect Prof. Brown to the position, which to the satisfaction of the Music Committee, he has held since Jan. 1, 1880, the attention to musical studies was less regular and sustained for a period, after the re-assembling of the scholars in September.

The choice of of Mr. H. O. Upton of this city, as Music Teacher, and the fact that in his office he gives a full week's time to Musical Supervision, leads us to hope for advancement in the future.

While working substantially upon the plan of the former teacher, Mr. Upton departs somewhat in detail from methods of his predecessor. The old problem of how to secure and hold the interest of boys in this study is still, in this city, practically unsolved.

The new teacher is hopeful in relation to this matter, and thinks that by careful attention in the schools where the boys are very young, by teaching them to understand and

read musical signs on the same general principles that are applied to the teaching of script or text, and thereby securing an intelligent and therefore encouraging study of music, this chronic discouragement will be less formidable in the future.

JAMES DONALDSON,
J. P. FESSENDEN,
E. S. ATWOOD.

Executive Committee, Mayor Hill, President Ingalls, and Messrs. Fessenden, Perkins and Dodge. Alfred B. Brown, *Clerk.*

High School Committee, Charles W. Richardson, *Chairman;* Edward S. Atwood, *Clerk;* and Joseph P. Fessenden.

Grammar School Committee, Edward E. Dalton, *Chairman;* Winfield S. Nevins, *Clerk;* Francis E. Hines, Jabez B. Lyman, and Nath'l B. Perkins, Jr.

Primary School Committee, Nathan H. Millett, *Chairman;* Charles A. Buxton, *Clerk;* Hubbard Breed, J. Frank Dalton, Edwin H. Dodge, James H. Quinn, William S. Lord, George B. Melcher, John Preston and George F. Ropes.

Committee on Naumkeag School, Winfield S. Nevins, *Chairman;* Charles A. Buxton, *Clerk;* and Francis E. Hines.

Committee on Evening School, Nathan H. Millett, *Chairman;* Edwin H. Dodge, *Clerk;* and James H. Quinn.

Committee on Music, Edward S. Atwood, *Chairman;* George B. Melcher, *Clerk;* and Hubbard Breed.

Committee on Drawing, J. Frank Dalton, *Chairman;* George F. Ropes, *Clerk;* and Joseph P. Fessenden.

Committee on Examination of Teachers, Charles W. Richardson, *Chairman;* Edward E. Dalton, Francis E. Hines, Jabez B. Lyman and N. B. Perkins, Jr. Alfred B. Brown, *Clerk.*

Committee on Printing and Supplies, Edwin H. Dodge, *Chairman;* Wm. S. Lord, Jabez B. Lyman, James H. Quinn, John Preston. Alfred B. Brown, *Clerk.*

Committee on Text Books. Joseph P. Fessenden, *Chairman;* Edward E. Dalton, William S. Lord, Winfield S. Nevins, James H. Quinn. Alfred B. Brown, *Clerk.*

These suggestions are offered with the best intentions for the advancement of the children under our charge, and we trust they will be received and acted upon in a like spirit.

Regarding examinations, your Committee do not feel quite satisfied with a percentage test; we find that it is not an infallible guide, and we would put more confidence in the judgment of the teachers, in relation to a pupil's capacity, habits, and application, than in a percentage.

This may, perhaps, work well in seminaries and colleges, where the pupils are of adult age, but for primary children it is a delusion.

In our Primary schools, we find from experience that the girls are generally more forward than the boys; we can only account for this by the supposition that the girls have more home training than many of the boys do.

Of the studies pursued, reading and the use of good language is the most difficult, and one reason for this is, the great amount of slang used now by boys in their street talk. It is painful to hear some of them read; it seems as if they were using a language with which they were comparatively unacquainted, and it is little wonder that teachers and committees are almost discouraged at it.

In spelling and geography they do better, and in arithmetic many show excellent progress. Upon the whole, our Primary schools are doing a little better than formerly; our teachers are earnest in the performance of their duties, and certainly the care they take of the young children in the winter season, and the endeavors they use to provide clothing and shoes for the needy, are deserving of notice.

It is hoped that a place for the colony of the Lincoln school, now in Hamilton hall building, in a dark and ill-ventilated room, will soon be found.

Since our last report, the Lynde School has removed

from the rooms on Brown street, temporarily occupied, to the Herbert school-house, a pleasant and convenient building.

School accommodations will soon be required for that growing portion of the city near Tremont street, and we would suggest the removal of the Dunlap street school-house (if practicable), to that neighborhood.

For the Committee,

N. H. MILLETT, *Chairman.*

PICKMAN SCHOOL, DUNLAP STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	HARRIET M. STETSON,	Principal	$600	April, 1873.	59 Barr.
II, III.	Ella F. Carr,	Assistant	500	June, 1882.	204 North.
IV.	Sarah N. Littlefield,	Assistant	500	Sept., 1873.	68 Buffum
			$1,600		

PRESCOTT SCHOOL, HOWARD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	R. ANNA HARRIS,	Principal	$600	June, 1879.	15 Federal.
II.	Kate M. Gray,	Assistant	500	April, 1880.	13 Mall.
III.	Lizzie T. Lyon,	Assistant	500	June, 1883.	23 Mall.
IV.	Jennie D. Fuller,	Assistant	500	Nov., 1882.	173 Federal.
			$2,100		

UPHAM SCHOOL, NORTH STREET.

CLASS.	NAME.	POSITION,	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	MARIA CUSHING,	Principal	$600	March, 1847.	81 Summer.
II.	Elizabeth C. Russell.	Assistant	500	Sept., 1854.	2 Eaton pl.
III.	Emily S. Phelps,	Assistant	500	March, 1870.	16 Federal.
IV.	Laura J. Symonds,	Assistant	500	Oct., 1876.	10 Orne.
			$2,100		

NAUMKEAG SCHOOL, ROPES STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
SARAH P. CLEMONS,	Principal	$600	April, 1882.	403½ Essex.
Annie V. Ward.	Assistant	500	April, 1882.	19 Herbert.
		$1,100		

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Primary School Committee, Nathan H. Millett, *Chairman;* Charles A. Buxton, *Clerk;* Hubbard Breed, J. Frank Dalton, Edwin H. Dodge, James J. Foley, William S. Lord, George B. Melcher, John Preston and George F. Ropes.

Committee on Naumkeag School, Winfield S. Nevins, *Chairman;* Charles A. Buxton, *Clerk;* and Francis E. Hines.

Committee on Evening School, Nathan H. Millett, *Chairman;* Edwin H. Dodge, *Clerk;* and James J. Foley.

Committee on Music, Edward S. Atwood, *Chairman;* George B. Melcher, *Clerk;* and Hubbard Breed.

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8. *Times of monthly reports* from teachers and presentation of bills, Sept. 29, Oct. 27, Dec. 1 and 29, Feb. 2, March 1 and 29, May 3 and 31, July 3.

9. *Times of meeting* :—School Committee, the third Monday evening in each month.

   Executive Committee, the first Wednesday evening in each month. Committee on Printing and Supplies the first and third Monday evenings in each month.

10. *Dates for presenting* all bills against the School Committee, not later than the first Monday of each month All bills should be sent to the Secretary's office, No. 6, City Hall.

11. *Secretary's office hours* :—4 to 5 P. M., on school days. Office at No. 6, City Hall.

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ASTOR, LENOX AND TILDEN FOUNDATIONS

ANNUAL REPORT

OF THE

School Committee

OF THE

CITY OF SALEM.

DECEMBER, 1884.

SALEM, MASS.:
SALEM OBSERVER BOOK AND JOB PRINT,
1885.

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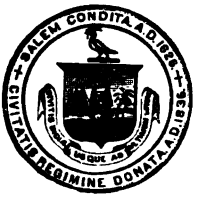

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REPORT OF COMMITTEE ON EVENING SCHOOLS.

IN SCHOOL COMMITTEE,
SALEM, Dec. 17, 1883.

The Committee on Evening Schools respectfully submit the following report:

The evening school for boys, for the term commencing the first Monday in November, 1882, was dispensed with by vote of this Board.

That for girls, was opened on the above date, under charge of Miss Caroline N. Tarr, with Miss Fanny McMurphy as assistant. The school was held in the hall in Essex Block, St. Peter street.

It opened with an attendance of about thirty pupils, but after a few weeks the number gradually diminished, until, at the end of the term, March 1st, the attendance had dwindled down to half a dozen.

At the present term, after much delay in procuring accommodations for the schools, rooms were furnished for the girls' school in the High school building. The school was opened on Monday, Dec. 3, and has had an average attendance of twenty-four per evening.

The Committee have appointed Miss Mary E. Rowley as principal, and Miss Grace Tuttle, assistant, and also Mrs. Scher to teach the Swedish scholars, of whom there are six already entered, with prospects of more. We have

[illegible] sufficiently good health to be able to attend school. There are [illegible] in the public schools who doubtless ought not to be [illegible] owing to some physical disorder. There are [illegible] cases where children do so much work of some kind out of school as to make the school course a burden to them. This is not the fault of the school, but of the parents. In the latter case, and the misfortune of the pupil in the former. We cannot close this portion of our report without suggesting that much of this outcry about over-study in the public schools is entirely baseless and in most cases made by those who know nothing about the matter. In the opinion of our Committee there is more danger of under-study than over-study. If our school rooms can be well ventilated, the temperature kept down to a proper point, the pupils required to sit in proper positions, and kept off the streets at night, we have no fear of their receiving any great injury in school. Whatever system we adopt, however judiciously we administer it, we cannot be expected to protect the children against all the ills to which flesh is heir. A writer in *The Nineteenth Century* well says: "As long as there are sickly and nervous, precocious and dull children, as long as there is sin, sorrow and suffering among the parents, so long will overstrain occur." "The line must be drawn somewhere, and wherever it is drawn there will be some difficulties and some hardships. However high and however low, it will be too low or too high for some." *Whoever heard of a dullard being injured by overwork?* It is the bright, precocious pupil, if any, who breaks down, not because the school course, is too difficult, but because he or she is allowed to overwork, overstudy, out of the school room. Parents, not teachers, have the power to prevent this.

REPORT OF PRIMARY SCHOOL COMMITTEE.

IN SCHOOL COMMITTEE,

SALEM, Dec. 15, 1884.

The Primary School Committee in presenting their annual report have no changes to note in the list of studies pursued in their schools, with the exception of that of Geography, which has been re-introduced after an interval of several years. Instruction in this is given by the usual method of questions and answers, by using portions as supplementary reading and practically by exercising the children in definition of geographical terms as well as they occur in local ties in our immediate surroundings.

In Arithmetic the instruction does not vary much from that of past years. In Reading, we find that those who have opportunities of home teaching do the best work, but in this as in all the studies much depends upon the mental capabilities of the pupils.

The Committee note with pleasure an improvement in the personal appearance of many of the pupils: cleanliness and tidiness of dress being apparent, where heretofore there has been a painful deficiency in these requisites to health and comfort. Our teachers strive to teach good manners and politeness to the children under their charge, but we are sorry to say that many of them soon lose the little which they acquire, as the scenes at the opening of the Evening school exemplify.

[illegible] for some time, and this is the sidewise position in which children have been taught to sit at their desks while writing, in order to avoid a method which throws the body out of position, and is a contributory cause in the undue elevation of the right shoulder, and which we think is partly the cause of the increase in the habit of near sightedness which we meet in our schools. It is not reasonable to suppose that if children are taught to sit in such a position, and with their eyes within six inches of their work, their sight will not be affected.

The committee also call attention to the desks and seats in some of the schools. Many are old, many are uncomfortable owing to the shape of the back of the seat, and there is need of grading them better to the size of the pupils.

The school houses have been kept in good order by the City Government, repairs and improvements made where needed. An addition of two rooms has been built to the Oliver school, and to the Lyndale school house, a porch containing a stairway has been built, affording a safe and easy way of exit from the upper story, independent of the main stairway.

The houses are all provided with patent ventilators, but it is still found necessary to ventilate the rooms by lowering the tops of some of the windows: care is usually taken that only such are opened as will not cause the children to sit in a draught. It is also customary to ventilate the room thoroughly while the children are at recess.

There have been but few changes in the corps of teachers during the year past.

Miss Cushing resigned her position as principal of the Upham school, and was succeeded by Miss E. C. Russell.

Amount brought forward, . .			80,530 06

RECEIPTS.

Dog Tax, . . .		$1,751 00	
Tuition of non-resident pupils,		600 00	
Total,			$2,351 00
Net total expenditures,			$78,179 06
Amt. of original appropriation,	$74,000 00		
Amt. of special appropriation,	8,000 00		
Total appropriation,		$82,000 00	
" expenditures,		78,179 06	
Unexpended balance,			$3,820 94

For the Executive Committee,

WM. M. HILL, *Chairman.*

REPORT ON NAUMKEAG SCHOOL.

IN SCHOOL COMMITTEE,

SALEM, DEC. 15, 1884.

The term of this school, ending with July last, was one of the most prosperous in its history. Sixty-nine pupils were sent from it to the graded rooms of the Browne school,—23 in November, 17 in February, and 29 in July. More than two-thirds of these continue in school at this date. The teachers have kept trace of them as much as possible. Of the twenty-nine promoted in July, fifteen are now in the Browne school, five in the French school, two in other schools, and two have left town. The whereabouts of four are unknown. The attendance is irregular, and will probably always remain so. It is possible that the half-time system might improve it. This system was adopted when the school was organized. It did not prove satisfactory, because the overseers at the mill did not like the arrangement. Most of the children now in attendance are too young to work in the mill.

The average daily attendance during the last school year was 58, out of an average belonging of 79. Since the promotions in November, 1883, the room has been only comfortably filled most of the time. Frequently the number in attendance has been as low as 40, but usually much

As is well known, our High school has for some time enjoyed the reputation of being one of the best fitting schools in the State. Although the school undoubtedly owes much in this direction to Mr. John W. Perkins, who was with us from 1865 to 1882, yet his successor appears to have taken up his work with equal zeal and ability.

Of those pursuing a purely English education, there are now thirty-two boys and twelve girls, classified as follows, viz.:—

Junior Class, ...	Boys, 12,	Girls, 4
Ex-Junior Class, ...	" 11,	" 2
Sub-Senior "	" 7,	" 3
Senior "	" 2,	" 3
	32	12

Last year a change was made in the rules, so that two courses of study were established: an English course covering three years and a classical course of four years, allowing pupils who wished to graduate early, to receive certificates at the end of three years. Diplomas certifying the fact are now awarded to pupils of each course, and this year diplomas were given to twenty-one pupils who had completed the four years' course, and to five of the three years' course.

It has been thought by some,—believed to be few however—that the High School was not giving sufficient training to those fitting for business life, and it was to meet this criticism that a three years' course was arranged with a somewhat different adjustment of the curriculum.

There is no doubt that at the present time the work at the High School, in both the English and Classical departments, compares favorably with that of the best

Of course we begin with pictures, objects, all the objects used by the pupil in school; the furniture of our room: the things seen in the street; the parts of the bodies; in fact, all the objects whose names we think it necessary for the child to know to make his way through an English speaking community.

These names of objects give them their vocabulary. The words are taken one at a time, simplest first, read, written and always given in French to see that the right idea is in mind; then combine into phrases and sentences, after which they are given books. They readily learn to give the meaning of the nouns in French, and as they go on, to translate easy sentences. After the chart lessons are reviewed from the board, the pupils are given the primers. We think it necessary to have everything translated into French and repeated many times; even then some of their mistakes are very funny. For instance, I have known a pupil to translate the pronoun, we, by the French *oui*, yes, after several corrections. So strong are first impressions, and so natural it is that they connect the words with French words of the same or similar sounds. Take the word sly, a hard word to explain to them anyway, and they want to translate it by *glisser*, to slide.

We use all the means we have, such as little games, Mother Goose, easy poetry that jingles, easy object lessons, etc. The pupils are taught by the use of objects, to count in English, no French being used in naming the numbers. After they have made sufficient progress in counting, easy combinations in addition are given them. The pupils progress much more rapidly in numbers than in reading.

While we keep this idea of teaching English foremost, we try at the same time to follow the school course, in order

that the scholar may be promoted to some class in our graded schools.

One can better imagine our work than we can briefly explain it. Think what it is to teach discipline and care for these children, fully a third of whom understand no word of your language, and even if we speak a little of theirs, there are many times and places where we cannot do or explain with a nicety.

SARAH P. CLEMONS, *Principal.*

generous policy pursued by the city. When the school was first established with at least as many pupils as at present, the upper story of the present High School building, with, perhaps, what additional accommodation was furnished by the garret, was thought sufficient for all purposes. Now the school has the use of the whole building, the recitation rooms being on the lower floor with also a laboratory for experiments in Chemistry and Natural Philosophy. Here also the "Browne" fund has been of service, as the Chemical and Physical apparatus has been much improved by the use of money from this source; and taking it as a whole, the school is probably, considering its numbers, as well equipped as most of the best schools in the State.

Considering the number and quality of the teachers employed, and such a liberal equipment, it would seem as though parents would not, for slight cause, remove their children from the school before the time of graduation; but it is estimated that full fifty per cent. of those who enter, leave the school without obtaining their diplomas. It may well be understood that the circumstances of the family may require the pupil's early removal from school. But when parents in easy circumstances, as is sometimes the case, deliberately dwarf their children's intellectual growth by such an early removal, it becomes a matter of grave comment. The High School will never do its full work until parents view it more as a place for growth of character and mind, and less a stepping stone to the desk or counter.

CHAS. W. RICHARDSON,
E. S. ATWOOD,
JOS. P. FESSENDEN, } *Committee.*

REPORT OF GRAMMAR SCHOOL COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 15, 1884.

The Grammar School Committee would respectfully present the following report for the year ending Dec., 1884.

The Committee note a gratifying increase in the number of pupils enrolled, the number daily belonging, and the average daily attendance, as follows:—

NUMBER ENROLLED.

1884, 1,465	1883, 1,360	increase, 105

DAILY BELONGING.

1884, 1,323	1883, 1,194	increase, 129

AVERAGE DAILY ATTENDANCE.

1884, 1,208	1883, 1,100	increase, 108

Diplomas of graduation were awarded to one hundred and sixteen pupils, an increase of eighteen over the number of last year. Of these, eighty-four were admitted to the High school, eleven more than in 1883. There were received from the Primary schools, last September, three hundred and fifty-six pupils, which number, when compared with the promotions a year ago, show a decrease of forty-seven.

In the Bentley, Saltonstall and Phillips, there has been no change in the corps of teachers. In the Bowditch, Miss Grace A. Tuttle has been elected to the vacancy caused by the resignation of Miss Henrietta West, and

[illegible] were discharged on the 1st of March. The usual [illegible] were [illegible] in the book-keeping, in which there was [illegible] a large number of young men, who were very punctual [illegible] attendance and diligent in study.

The efforts of the Principal and his assistants to preserve [illegible] which was much needed, especially by the younger scholars, is worthy of commendation, added to these the good counsel of the Chairman of the School Board, whose frequent visits to both schools gave great encouragement to the teachers, enabled us to have a very quiet and orderly school.

Our thanks are also due for the visits made by members of the Board.

For the Committee,

N. H. MILLETT, *Chairman.*

record any better as regards corporal punishment. 419 cases are reported, an increase of 90; every school but the Pickering showing an excess over last year.

Mention was also made of the action of the Committee requesting permission of the City Government to furnish text books at the expense of the city, and the hope expressed that a favorable response would be received. Before any action was taken, a bill was passed by the Legislature authorizing free text books in all the schools of the State, said law to take effect August 1st, and in accordance with its provisions, the pupils of our public schools have been supplied with all needed books at the city's expense.

It is not our purpose to discuss the free text book system in this report, but it may be well to say that it is neither an experiment nor " something new."

This system has been in successful operation in the cities of New York and Philadelphia for years; it has also been successful in the cities of Lowell and Fall River in our own State.

The principle underlying it, is that upon which our free school system is based. We have free schools only when we have provided free teachers, free buildings, free seats, free books and free apparatus.

The advantages claimed for it are, 1st, an increased attendance. Parents of limited means are sometimes compelled to take their children from school, from inability to purchase books. 2d, it virtually lengthens the school year, as under the former system, classes were often delayed, because of the failure of some scholars to procure their books, whereas under the present system, books are furnished to all pupils at the same time. 3d, It places rich and poor on an equality. 4th, It is economy—there is a

great saving of expense from the fact that books are *worn* out, instead of being allowed to accumulate at home.

The disadvantages are trivial, and compared with the advantages are in the nature of objections.

During the year, no complaint has been made, or trouble of any nature reported. Our schools are prosperous, and a gradual improvement is noted, and by the united efforts of teachers and pupils, together with the co-operation of parents, this improvement may be continued until our Grammar schools shall be second to none in the Commonwealth.

For the Committee,

EDW. E. DALTON, *Chairman.*

BOWDITCH GRAMMAR SCHOOL.

As sub-committee on the Bowditch school, I submit the annual report thereof: I can testify from personal knowledge to the zeal of the teachers in this school, from the hard-working, untiring principal, down. They have endeavored to do their work with the means provided, in the best possible manner. The Committee, at the November meeting, kindly granted us an assistant in the principal's room, at an expense not to exceed $20 per month. Although the experiment has had but a few days' trial I am able to report the greatest success. The principal's room has a belonging of 59, altogether too many for one teacher, yet not sufficient to make two classes. The assistant, besides aiding in the routine work, takes entire charge of some recitations, the master thereby gaining time to visit other classes and inspect their work.

The figures prepared by the secretary furnish full information of the last school year. At the beginning of the present term in September, we received 141 pupils from the primaries, two from private schools, one each from the Sisters' school and home instruction, and six from out of town, a total of 151. The enrollment at the present time is 548; the average belonging, 515, and the average attendance, 486. The average number of pupils belonging in each room is 47. It is a mistake to compare a teacher's work by the average attendance. Rather it should be by the belonging. It would be much easier for the teacher from week to week, if the pupils attended every session. If they are absent the teacher must labor with them individually to make up for lost time. In this connection I may say that notwithstanding special efforts to prevent, truancy and tardiness continue the growing twin evils.

I am not satisfied with our year's work. I attach no blame to the teachers for this. It is not their fault. It is the fault of that alleged system which we committee-men maintain. I only wonder that the teachers succeed as well as they do.

The time occupied with music and drawing and most of that with history, is so much wasted. The instruction which we give in music is not sufficient in most cases to last three months after the pupil leaves school. The instruction in drawing lasts no longer with many. Some never get at first principles even. And if they did, little benefit would they derive therefrom. Not more than one in ten will ever make use of the knowledge of drawing obtained in school. The history of the United States which we use contains 300 pages full of facts. In the back part are a *few* test questions—about 1500. What child.

what man even, can answer them? What better off would he be if he could? Four-fifths of the answers to these questions are useless to the great body of our school children, and will be forgotton in one year after they leave school. Three hundred questions properly selected will give the child a good and lasting idea of the history of this country. Why waste time on the other 1200? Why should a child be required to "name in their order the battles of the revolution" or "of 1812," or decide "in what battle Washington showed the most brilliant generalship," or "when a fog saved our army." The questions in this history read more like the questions in a military catechism. We should stop this waste of time and energy. Life is too short to be thus frittered away. If time hangs heavily in the school room, let us ask a few questions abuot the laws of health rather than ask for a description of every battle of every war during the last 110 years.

We need more instruction in reading and writing and the correct use of the mother tongue. At the present rate of abuse, the English language in America will soon be a thing of the past. From the street, vicious language has crept into correspondence, into public communications and reports, into the newspapers and magazines and reviews, and even into histories. The man who can speak or write ten sentences without the use of some cant phrase or slang, is the exception. Addison once wanted a superintendent of languages to "hinder the coming of words of foreign coin." We need one in this country to-day.

Look over the course of study as we gentlemen have ordained it. How much of all there provided will prove useful to the ordinary mortal in the future strife for existence? Much of it will never conduce to enjoyment even.

The ornamental follows the useful in practical life. It should in school studies. Our pupils get a high per cent. in examination. Unfortunately it is no criterion of their real worth.

> "The slaves of custom and established mode,
> With pack-horse constancy we keep the road,
> Crooked or straight, through quays or thorny dells,
> True to the jingling of our leader's bells."

The purpose of our schools is being forgotton. They were established to make good, true, intelligent, virtuous, law-abiding citizens. Are we doing this, or are we attempting to make educational ornaments? We have too many written recitations. It is write, write, write, from morning till night, with fingers weary and cramped. It is injurious to the health of the child. It begets a habit of writing hastily and illegibly. Short pencils are used; a single sheet of paper is placed on a hard surface. We cannot have good penmen so long as we have so many written recitations. But more important than this, the pupils lose that practice of putting ideas into spoken words, which they so much need. Oral recitations give them confidence in themselves; give them courage to open their mouths before others. Our pupils mumble and mouth their words too much. A stranger cannot tell half the time what they say when they do speak.

In March last we received from the primaries a few pupils, promoted at the semi-annual examinations. Not being enough for an independent class, they were put into classes five months ahead of them. They made good progress, ranking, at the close of the school year, above the average, and all were promoted to the next grade. Had a sufficient number been received from the primaries, an

independent class would have been formed, to begin where the other classes began in September. It is not proposed when pupils are promoted to the grammar school in March, that they are to go into a room and take up the studies of children received in September. They should begin at the beginning of the grammar course. It is just as easy to promote twice each year, as once. It is as convenient to receive 50 in the spring, and 100 in the fall, as 150 at one time. If it were not it would be our duty nevertheless. The experience in this school confirms me in the belief that semi-annual promotions are not only practical but advantageous. Two-thirds of the cities of the country have adopted the plan.

It is, in my opinion, a great wrong to keep back pupils one single day, save in exceptional cases of precocious children. If this is necessary to maintain the present school system, then that system is a failure and the sooner it goes to pieces the better. If it is reasonable to keep fifty bright smart boys down to the level of fifty dull, inactive ones now, why not have a law to keep them there through life? Some children learn twice as fast as others. If our system demands that all shall be kept on a level, it demands a wrong and an outrage. We must recognize the universal law of the "survival of the fittest," in school as well as out of it.

WINFIELD S. NEVINS,
Sub-committee.

REPORT OF PRIMARY SCHOOL COMMITTEE.

IN SCHOOL COMMITTEE,

SALEM, Dec. 15, 1884.

The Primary School Committee in presenting their annual report, have no changes to note in the list of studies pursued in their schools, with the exception of that of Geography, which has been re-introduced after an interval of several years. Instruction in this is given by the usual method of questions and answers, by using portions as supplementary reading and practically by exercising the children in definition of geographical terms as well as they can, from localities in our immediate surroundings.

In Arithmetic the instruction does not vary much from that of past years. In Reading, we find that those who have opportunities of home teaching do the best work, but in this as in all the studies much depends upon the mental capacities of the pupils.

The Committee note with pleasure an improvement in the personal appearance of many of the pupils; cleanliness and tidiness of dress being apparent, where heretofore there has been a painful deficiency in these requisites to health and comfort. Our teachers strive to teach good manners and politeness to the children under their charge, but we are sorry to say that many of them soon lose the little which they acquire, as the scenes at the opening of the Evening school exemplify.

The attendance at our schools is not as good as it should be. For this there are some legitimate causes; many of the children are small, and are often kept from school, in winter particularly, by need of proper clothing and shoes, by slight illnesses and other causes. Of the older children (we speak of boys especially), we find that some are kept from school by their parents in order that they may do some petty work, which, if of any advantage to the parents, is certainly a great disadvantage to the boys. We also find that in some instances parents are too ready in finding excuses for children's absence, when inquiries are made by the teachers. There is also too much truancy. We find eight chronic cases in one school since the beginning of the present term.

All this tends to the detriment of our primary schools, for, owing to the irregular attendance of these boys, they are backward in their studies, and so linger along in the primaries until they are twelve or thirteen years old, and in some cases fourteen, then leave school and go to work, having received but little education.

It is time that there should be an improvement here, and the committee feel that it must be done by the co-operation of parents with the teachers, and we recommend that circulars containing copies of the Statutes relating to school attendance and to truancy be given to the scholars to take home to their parents.

The general health of the children has been good; there have been but few cases of serious contagious diseases, but the minor ones which children are subject to, have had their usual prevalence.

Efforts have been, and are being made by the Committee and the teachers, to remedy an old custom which has been

in use for some time, and that is the sidewise position in which children have been taught to sit at their desks while writing or ciphering; a method which throws the body out of position, and has a tendency to cause an undue elevation of the right shoulder, and which we think is partly the cause of so much complaint of near sightedness which we hear of in our schools, for it is but reasonable to suppose that if children are taught to sit in such a position, and with their eyes within six inches of their work, their sight will soon be affected.

The Committee also call attention to the desks and seats in some of the schools. Many are old, many are uncomfortable owing to the shape of the back of the seat, and there is need of grading them better to the size of the pupils.

The school houses have been kept in good order by the City Government, repairs and improvements made where needed. An addition of two rooms has been built to the Oliver school, and to the Lynde school house, a porch containing a stairway has been built, affording a safe and easy way of exit from the upper story, independent of the main stairway.

The houses are all provided with patent ventilators, but it is still found necessary to ventilate the rooms by lowering the tops of some of the windows; care is usually taken that only such are opened as will not cause the children to sit in a draught. It is also customary to ventilate the room thoroughly while the children are at recess.

There have been but few changes in the corps of teachers during the year past.

Miss Cushing resigned her position as principal of the Upham school, and was succeeded by Miss E. C. Russell,

promoted. Miss Laura M. Carleton was chosen assistant in the same school.

At the Lynde school, Miss Grace G. Hooper resigned her position as assistant, and Miss Mary A. Smith was chosen in her place.

For the Committee,

N. H. MILLETT, *Chairman.*

REPORT ON NAUMKEAG SCHOOL.

IN SCHOOL COMMITTEE,
SALEM, DEC. 15, 1884.

The term of this school, ending with July last, was one of the most prosperous in its history. Sixty-nine pupils were sent from it to the graded rooms of the Browne school,—23 in November, 17 in February, and 29 in July. More than two-thirds of these continue in school at this date. The teachers have kept trace of them as much as possible. Of the twenty-nine promoted in July, fifteen are now in the Browne school, five in the French school, two in other schools, and two have left town. The whereabouts of four are unknown. The attendance is irregular, and will probably always remain so. It is possible that the half-time system might improve it. This system was adopted when the school was organized. It did not prove satisfactory, because the overseers at the mill did not like the arrangement. Most of the children now in attendance are too young to work in the mill.

The average daily attendance during the last school year was 58, out of an average belonging of 79. Since the promotions in November, 1883, the room has been only comfortably filled most of the time. Frequently the number in attendance has been as low as 40, but usually much

larger. During November of the present year, the enrollment reached 80, the belonging 64, and the average attendance 46.

There has been no change in the organization of the school. It still occupies a room in the Browne school house. The forty-eight regular seats are supplemented with ordinary hall settees. Two teachers are employed in the room. Much confusion necessarily arises, especially when the attendance is large. But to the casual visitor it is a marvel how so much progress is made. The patience, perseverance, untiring fidelity of the teachers, who are doing this work, are remarkable.

The free text-book law has been a great aid to this school. Heretofore, the children have been inadequately supplied with books, slates and stationery. Now they are as well supplied as any pupils in the city.

At our request the teachers have prepared a brief statement of the method pursued here. It is instructive as well as interesting.

For the Committee,

WINFIELD S. NEVINS, *Chairman.*

NAUMKEAG SCHOOL, Dec. 10, 1884.

We have as pupils, only those Canadian French children who speak no English, or too little to understand, or to make themselves understood in an English room, where their progress would be very slow. Therefore the object of our room is to teach these children first to speak, read and write simple, useful English.

Of course we begin with pictures, objects, all the objects used by the pupil in school; the furniture of our room; the things seen in the street; the parts of the bodies; in fact, all the objects whose names we think it necessary for the child to know to make his way through an English speaking community.

These names of objects give them their vocabulary. The words are taken one at a time, simplest first, read, written and always given in French to see that the right idea is in mind; then combine into phrases and sentences, after which they are given books. They readily learn to give the meaning of the nouns in French, and as they go on, to translate easy sentences. After the chart lessons are reviewed from the board, the pupils are given the primers. We think it necessary to have everything translated into French and repeated many times; even then some of their mistakes are very funny. For instance, I have known a pupil to translate the pronoun, we, by the French *oui*, yes, after several corrections. So strong are first impressions, and so natural it is that they connect the words with French words of the same or similar sounds. Take the word sly, a hard word to explain to them anyway, and they want to translate it by *glisser*, to slide.

We use all the means we have, such as little games, Mother Goose, easy poetry that jingles, easy object lessons, etc. The pupils are taught by the use of objects, to count in English, no French being used in naming the numbers. After they have made sufficient progress in counting, easy combinations in addition are given them. The pupils progress much more rapidly in numbers than in reading.

While we keep this idea of teaching English foremost, we try at the same time to follow the school course, in order

that the scholar may be promoted to some class in our graded schools.

One can better imagine our work than we can briefly explain it. Think what it is to teach discipline and care for these children, fully a third of whom understand no word of your language, and even if we speak a little of theirs, there are many times and places where we cannot do or explain with a nicety.

SARAH P. CLEMONS, *Principal.*

REPORT OF COMMITTEE ON EVENING SCHOOLS.

IN SCHOOL COMMITTEE,

SALEM, October 20, 1884.

The Committee on Evening Schools, present their report for the School term of 1883 and 1884.

The school for girls was opened on the evening of December 3, 1883, under the charge of Miss M. E. Rowley, with one assistant, and was continued until the last of March, holding seventy-four sessions.

The number of pupils registered was fifty-four, among whom were ten Swedish girls who could speak but little English. A Swedish lady was hired to teach them and also to teach at the boys' school, on two evenings per week, there being several Swedes at that school; but after a few weeks she was discharged, the attendance having fallen off, and the few who remained preferring to be under our regular teachers.

The average attendance was, in

December, 19,	January, 17,
February, 12,	March, 8,

showing, as has been the rule for several years, a gradual diminishing in attendance from the beginning to the end of the term.

This average is not a fair statement of the attendance, for these pupils were not able (owing to the nature of their occupations) to attend school every evening; some coming but two or three evenings in a week. One girl was at school throughout the whole term, seventy-four evenings; another seventy-three; of the remainder, the attendance was variable.

The studies pursued were reading, writing, spelling and arithmetic. Of those who entered the school, there were sixteen who could neither read nor write, nor yet tell one figure from another, which of course necessitated individual teaching; but toward the middle of the term they had progressed so much that a class was formed and thus they were greatly helped by hearing the recitations.

The school for boys was held in the Town Hall, the use of which was granted us by the City Council, who fitted it with seats and desks, put in an additional stove and also increased the number of lights, making a very comfortable school room for us, and with which the committee, the teachers and the scholars were well pleased.

The school was opened December 17, 1883, under the charge of Mr. E. T. McCarthy with six assistants, and an attendance of 105 scholars, which number was increased during the week to 146, that being the largest number present on any evening.

The average attendance was, in

December,	117,	January,	93,
February,	62,	March,	31.

There were sixty-nine sessions held, averaging seventy-one. Owing to the decrease in the number of scholars, two

[illegible]—[illegible] Ancient History. [illegible]'s [illegible]

[illegible]—[illegible] Intermediate Arithmetic: Harr's [illegible] Greenleaf's Algebra. [illegible] Wentworth's Geometry. [illegible] Loomis's Surveying [illegible]

[illegible]—[illegible] Avery's Physics: Gray's [illegible] Steele's Physiology. [illegible] Dana's Text Book of Geolo[illegible] [illegible] Kirk's Zoology: Champlin's Po[illegible] [illegible]

GRAMMAR SCHOOLS.

Arithmetic—[illegible] Wentworth. Colburn's First Lessons.

[illegible]—Worcester's Primary. [illegible] Comprehensive.

Drawing: American Text Book of Art Education. Prang & Co.

Grammar—Patterson's Elements of Grammar: Knox's Language Lessons.

Geography:—Swinton's Grammar School: Scribner's Geographical Reader.

History:—Barnes's Brief History of U. S.: Higginson's Young Folks U. S.

Readers and Spellers:—Franklin 4th, 5th and 6th, and Intermediate: Lippincott's Series: Appleton's 5th (for sight reading):

Worcester's Comprehensive Speller.

Writing:—Duntonian System; Payson, Dunton & Scribner's.

REPORT OF THE COMMITTEE ON MUSIC.

IN SCHOOL COMMITTEE,
SALEM, Dec. 17, 1884.

In the Department of Music there has been a decided advance in the latter part of the year. The teacher, Mr. H. O. Upton has grown wonted to his place, and in consequence has been able to achieve more satisfactory results. Since the opening of the fall term, he has introduced into the schools a series of musical charts of his own preparation, which promises to serve a valuable purpose both for beginners and for those more advanced. He shows a commendable zeal in his work, and with a fair share of co-operation on the part of the teachers, still larger success may be hoped for in the future.

It is desirable that both teachers and scholars should understand that music is really one of the prescribed studies, as arithmetic or geography, and all attempts to slur it or slight it on the part of the pupils should be discouraged and reproved by the teachers. It is specially important that teachers should see that proper order is secured during the hours of musical instruction. This is their responsibility. Without decorum and attention, the best of teaching will avail but little, and the discipline of the schools is the charge of the principals and assistants and not of the musical instructor.

E. S. ATWOOD,
HUBBARD BREED,
GEO. B. MELCHER, } *Committee.*

REPORT OF COMMITTEE ON DRAWING.

In School Committee,

Salem, Dec. 15, 1884.

The Committee on Drawing respectfully report that the school was opened on the evening of January 3, 1884, the freehand department being under the charge of Mr. Macpherson as Principal, and Miss Lucy Hood as assistant. One hundred and forty pupils were admitted in this department, while about forty were turned away on account of lack of room and accommodations.

The average attendance was :

January,	114,	February,	92,
March,	93,	April,	91,

or an average attendance for the whole term, of ninety-seven. The term was for the most part satisfactory, the pupils with but few exceptions showing a desire to profit by the instruction given and to abide by the rules adopted for the management of the school. The only matter of regret was in the fact that several of the younger pupils became so inattentive to their work, and disorderly in their conduct, that their dismissal from the school was rendered necessary. The Committee afterwards readmitted some of them conditioned on good behavior and faithful work, and from that

time to the close of the school the discipline was excellent and results of the work very gratifying.

The course of studies in the freehand department consisted of drawing in pencil from flat copies, object drawing, pen and ink drawing, perspective, copying Allonge charcoal studies and water colors.

The school closed on the evening of the 30th of April, with an attendance of sixty pupils.

In the mechanical department which was under the charge and instruction of Mr. Wm. D. Dennis, the average attendance was twenty-three, the largest number on any one evening being forty-one, the smallest ten. The work of this department was most excellent and the conduct of the pupils always commendable.

The Committee feel that great praise is due to the teachers in both departments for their fidelity and earnest efforts to carry out the wishes of the Committee and to attain the good results contemplated in the statute laws providing for the maintenance of free drawing schools.

For the Committee,

J. FRANK DALTON, *Chairman.*

REPORT OF THE COMMITTEE ON EXAMINATION OF TEACHERS.

IN SCHOOL COMMITTEE,

SALEM, Dec. 15, 1884.

Since the last annual report, there have been two examinations under the rules established for the examination of applicants for position on the accepted list of candidates, viz: one in December, 1883, and one in July, 1884, and there is another examination in progress for the present month.

As to the examination of December, 1883, three applicants only, appeared, and these were looking for a position in the Grammar or Primary Schools. They were examined in Reading, Spelling, Grammar, Geography, History and Arithmetic.

The percentage obtained by them, as reported by the examining board were low, the highest being 70.1, and the lowest 53.1, and neither one of the applicants obtained more than 40 per cent. in Arithmetic; one of them indeed getting only 14 per cent. in that branch. The Committee on Examinations consequently refused to accept them. These applicants were informed however, that they would not be barred from any future examination. At this time the teachers appointed as an examining board

BROWNE SCHOOL. ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	MATILDA POLLOCK.	Principal	$600	Nov., 1863.	10 Winthrop.
II.	Emma F. Earle,	Assistant	500	Feb., 1877.	35 Hazel.
II.	Ada B. Pike,	Assistant	500	Feb., 1879.	24 Winthrop.
III.	Emma A. Graves,	Assistant	500	May, 1870.	22 Federal.
III.	Martha P. Ober,	Assistant	500	Nov., 1879.	1 Holly.
IV.	Mary J. Bigelow,	Assistant	500	Dec., 1880.	56 Lafayette.
IV.	Julietta M. Averill,	Assistant	500	Feb., 1876.	280 Wash'n.
			$3,600		

CARLTON SCHOOL, SKERRY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	CAROLINE P. DALTON.	Principal	$600	Jan., 1855.	40 Wash'n sq.
II	Abby L. Burnham,	Assistant	500	April, 1876.	18 Andrew
III.	H. Augusta Moulton,	Assistant	500	April, 1866.	105 Federal
IV.	Laurette P. Emerson,	Assistant	500	Dec., 1880.	269 Bridge
			$2,100		

ENDICOTT SCHOOL, BOSTON STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	ABBY F. NICHOLS.	Principal	$600	June, 1862.	153 Federal.
II.	Sarah F. Daniels,	Assistant	500	Sept., 1864,	Peabody.
III.	Caroline Stevens,	Assistant	500	March, 1848.	20 Winthrop
IV.	Mary B. Chamberlain,	Assistant	500	Oct., 1876.	15 Margin.
			$2,100		

LINCOLN SCHOOL, FOWLER STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	AMELIA R. THAXTER,	Principal	$600	Oct., 1877. *May*, 1859.	6 Federal ct.
II.	Lucy E. Adams,	Assistant	500	March, 1870.	47 Endicott.
III.	Caroline F. Allen.	Assistant	500	May, 1878.	114 Federal.
IV.	Abby B. Skinner,	Assistant	500	Feb., 1881.	14 Howard.
			$2,100		

LYNDE SCHOOL, HERBERT STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	
I.	HELEN A. WHITE,	Principal.	$600	Sept., 1865.	13 Margin.
II.	Annie S. Hill,	Assistant	500	Jan., 1866.	20 Walter.
III.	Elizabeth H. Tuttle,	Assistant	500	Oct., 1876.	113 Federal.
IV.	Flora J. Sibley,	Assistant	500	Jan., 1883.	3 Union pl.
IV.	Mary A. Smith,	Assistant	500	April, 1884.	10 Upham.
			$2,600		

OLIVER SCHOOL, BROAD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	EMILY A. GLOVER.	Principal	$600	Oct., 1864.	15 Hathorne.
II.	Annie L. Warner,	Assistant	500	Oct., 1877.	6 Mt. Vernon.
III.	Annie M. Hamblett,	Assistant	500	Nov., 1882.	13 Boardman.
IV.	Eliza J. Rice,	Assistant	500	March, 1878.	4 Beaver.
IV.	Lizzie E. Farmer,	Assistant	500	Dec., 1876.	109 North.
			$2,600		

PICKMAN SCHOOL, DUNLAP STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	HARRIET M. STETSON,	Principal	$600	April, 1873.	59 Barr.
II. III.	Ella F. Carr,	Assistant	500	June, 1882.	204 North.
IV.	Sarah N. Littlefield,	Assistant	500	Sept., 1873.	68 Buffum.
			$1,600		

PRESCOTT SCHOOL, HOWARD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	R. ANNA HARRIS,	Principal	$600	June, 1859.	15 Federal.
II.	Kate M. Gray,	Assistant	500	April, 1880.	13 Mall.
III.	Lizzie T. Lyon,	Assistant	500	June, 1883.	23 Mall.
IV.	Jennie D. Fuller,	Assistant	500	Nov., 1882.	173 Federal.
			$2,100		

UPHAM SCHOOL, NORTH STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	ELIZABETH C. RUSSELL,	Principal	$600	June, 1884. *Sept.*, 1854.	10 Winter
II.	Emily S. Phelps,	Assistant	500	March, 1870.	16 Federal.
III.	Laura J. Symonds,	Assistant	500	Oct., 1876.	10 Orne
IV.	Laura M. Carleton,	Assistant	500	June, 1884.	87 North.
			$2,100		

NAUMKEAG SCHOOL, ROPES STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
SARAH P. CLEMONS,	Principal	$600	April, 1882.	403½ Essex.
Annie V. Ward,	Assistant	500	April, 1882.	19 Herbert.
		$1,100		

does make them round-shouldered. It tends to the injury of the lungs. It narrows the chest. It has not one redeeming feature and should be corrected at once. In the opinion of your committee it would be better to devote the first term of school to teaching children how to study, especially with reference to positions of the body, than to allow these bad habits. We regret to record that in some of our schools, teachers direct children to assume the unnatural and injurious side-position in writing. No words are too strong to use in condemnation of this habit. It should be abandoned at once. Children should be required to sit nearly erect, facing the desk, shoulders thrown well back, paper turned slightly to the left.

So far as relates to the condition of the eyesight of the pupils, your committee have made a careful and thorough investigation as to the present status and also as to the influences of the surroundings of the school rooms, upon the vision.

The committee was surprised to find so few cases of near-sightedness. School after school was examined, only one or two cases, here and there, being found. Nearly all of these had been so from their earliest years.

Favorable changes may be, and should be made, in order that the light should enter the rooms and strike upon the desks of the pupils and upon the blackboards in a different manner. This may be accomplished in part by some instructions given to the teachers and in part by a re-arrangement of the school furniture.

Regarding the temperature and ventilation we would report, that in nine out of ten rooms which we visit, the temperature is too high ; that is, above seventy. In a great many the thermometer frequently registers seventy-five or

eighty degrees. This is all wrong, and in most cases needless. In most of our school-houses more or less ventilating apparatus is provided and the heat can be shut off. Whenever the windows can be lowered from the top it should be done if the ordinary ventilators are insufficient. Of the numerous patent ventilators we have not a high opinion. In spring and fall they afford only partial relief, and they create just as much draft as any other method of getting rid of the same amount of air. In one school visited, several of the patent ventilators were already so out of order as to be practically useless.

The temperature in a school room should never go above seventy nor below sixty-five degrees. There are a few rooms where the registers do not close tightly and in moderate weather the heat cannot be checked. We found one such in the Lincoln School, where, with windows and doors open, the thermometer was seventy-eight degrees above.

We have made diligent inquiry for a case of over-study, even going to the extent of asking for one through the newspapers. We cannot find a case, nor can we find any one who knows of such. We do learn of instances where children have become a little nervous over an examination, but to no greater extent than would an adult who was anxious about the result of anything in which he or she was deeply interested. One or two grammar school teachers give it as their opinion that under the system of frequent written examinations which formerly prevailed, temporary injury to the pupil sometimes resulted. In their opinion there is nothing injurious in the present mode of examinations. Your Committee is strongly of the opinion that there are no cases of injury from over-study, and that there is nothing in the course of study which would call for such from a child

in sufficiently good health to be fit to attend school. There are children in the public schools who doubtless ought not to be there, owing to some physical disorder. There are undoubtedly cases where children do so much work of some kind out of school as to make the school course a burden to them. This is not the fault of the school, but of the parents, in the latter case, and the misfortune of the pupil in the other. We cannot close this portion of our report without suggesting that much of this outcry about over-study in the public schools is entirely needless and in most cases made by those who know nothing about the matter. In the opinion of your Committee there is more danger of under-study than over-study. If our school rooms can be well ventilated, the temperature kept down to a proper point, the pupils required to sit in proper positions, and kept off the streets nights, we have no fear of their receiving any great injury in school. Whatever system we adopt, however judiciously we administer it, we cannot be expected to protect the children against all the ills to which flesh is heir. A writer in *The Nineteenth Century* well says: "As long as there are sickly and nervous, precocious and dull children, as long as there is sin, sorrow and suffering among the parents, so long will overstrain occur." "The line must be drawn somewhere, and wherever it is drawn there will be some difficulties and some hardships. However high and however low, it will be too low or too high for some." *Whoever heard of a dullard being injured by overwork?* It is the bright, precocious pupil, if any, who breaks down, not because the school course, is too difficult, but because he or she is allowed to overwork, overstudy, out of the school room. Parents, not teachers, have the power to prevent this.

SUB-COMMITTEES FOR GRAMMAR SCHOOLS.

Bentley, Essex St.,	Jabez B. Lyman.
Bowditch, Dean St.,	Winfield S. Nevins, *Clerk.*
Phillips, Washington Sq.,	Francis E. Hines
Pickering, School St.,	Edward E. Dalton, *Chairman.*
Saltonstall, Hazel St.,	J. Frank Dalton.

SUB-COMMITTEES FOR PRIMARY SCHOOLS.

Bentley, Essex St.,	Edwin H. Dodge.
Bertram, Willow Ave.,	Jesse Robbins.
Browne, Ropes St.,	William S. Lord.
Carlton, Skerry St.,	DeWitt S. Clark.
Endicott, Boston St.,	John Preston.
Lincoln, Fowler St.,	Hubbard Breed, *Chairman.*
Lynde, Herbert St.,	James H. Quinn.
Oliver, Broad St.,	Benjamin Barstow.
Pickman, Dunlap St.,	John O'Shea.
Prescott, Howard St.,	DeWitt S. Clark.
Upham, North St.,	Horace N. Smith, *Clerk.*

REPORT OF COMMITTEE ON PRINTING AND SUPPLIES.

IN SCHOOL COMMITTEE,

SALEM, Dec. 15, 1884.

The Committee on Printing and Supplies would respectfully submit an annual report, notwithstanding we fail to find any order or rule in the School Board regulations, requiring one.

We consider it necessary however, to inform the Board of our labor and expenditures, and therefore follow the example of our predecessors; and at the same time respectfully suggest, that some rule should be adopted, making an annual report obligatory hereafter.

Our committee have been called together twenty-seven times during the year.

At the beginning of the year we adopted the rules of last years' committee regarding the issuing of supplies to the schools, which required teachers and janitors to submit written applications for the same, direct to this Committee; these requisitions were examined at regular meetings, the first and third Monday of each month, and such articles as were deemed necessary were issued.

7. *Detentions permitted*:—Fifteen minutes after morning sessions; one-half hour at the close of the afternoon sessions.

8. *Times of monthly reports* from teachers, and presentation of pay rolls January 31, February 28, March 28, May 2, May 30, July 3, October 3, October 31, November 28 and December 26.

9. *Times of meeting*:—School Committee, the third Monday evening in each month.
Executive Committee, the first Wednesday evening in each month.

10. *Dates for presenting* all bills against the School Committee, not later than the first Monday of each month. All bills should be sent to the Secretary's office, No. 6, City Hall.

11. *Secretary's office hours*:—9.30 A. M., to 12.30 P. M.; 2.30 P. M. to 5.30 P. M., on school days. Office at No. 6, City Hall.

At about the same time that the Board adopted the order regulating the issuing of supplies, the State Legislature enacted a law of which the following is a copy and the notice thereof.

STATE HOUSE, Boston, March 25, 1884.

To the School Committees:

FREE TEXT BOOKS AND SUPPLIES.

The following law has been enacted by the Legislature of Massachusetts, and approved by the Governor.

SECTION 1. The School Committee of every city and town shall purchase, at the expense of said city or town, text books and other school supplies used in the public schools, and said text books and supplies shall be loaned to the pupils of said public schools free of charge, subject to such rules and regulations as to care and custody as the School Committee may prescribe.

SECTION 2. Pupils supplied with text books at the time of the passage of this act, shall not be supplied with similar books by the Committee until needed.

SECTION 3. This act shall take effect upon the first day of August, 1884.

Acting under the provisions of this statute, we sent a request to the principals of all the schools asking for a list of supplies needed for the term commencing in September; these requisitions were presented at a meeting of the Board for information, and were then approved by the Sub-Committee of each school and on such approval the supplies were issued.

The monthly expenses of this department during the fiscal year ending Nov. 30, 1884, amounted as follows:

December, '83,	$ 99.29.	June,	$ 200.61.
January,	90.83.	July,	12.80.
February,	36.00	August,	1091.62.
March,	57.25.	September,	626.11.
April,	142.62.	October,	29.94.
May,	71.88.	November,	216.00

making a total of $2674.95.

The large amounts during August and September were owing to the large contracts for supplies under the new law, and we now have onhand stored in the basement of City Hall, supplies to the value of about $475, estimated enough for the remainder of the school term and consisting as follows: 26 gross slate pencils, (large and small sizes), 56 gross lead pencils, 6 gross pen holders, 50 gross pens, 8 dozen black-board erasers, 22 dozen maple rulers, 125 dozen rubber erasers, 1 case chalk (100 boxes) 7 dozen slates, 70 dozen paper blocks, 100 dozen brown paper books, 50 dozen composition books, 90 dozen writing books, sponges, etc.

Our Committee sent a communication to the Committee on Public Property requesting the use for storage purposes of a portion of the Telephone room, it being much more convenient than the basement and being formerly used by this department: it is hoped our request will soon be granted.

In closing our report we desire to express our thanks to the Secretary of the Board, the Clerk of our Committee, for his unremitting labors especially during the summer

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF SALEM.

DECEMBER, 1885.

SALEM:
PRINTED AT THE SALEM PRESS,
1886.

month of June last, a committee under the title of "Committee on Text Books," was appointed by the School Board, consisting of one member of the High, two of the Grammar and two of the Primary School Committee. Upon entering on their duties, the Committee addressed a communication to each of the teachers in the schools, requesting them to return a list of the number of the different books, suitable for use, belonging to the city, in each room, and also the number in the hands of the pupils and owned by them, likewise in a fit condition for use; this to serve as a basis upon which to estimate the number of text books it would be necessary to supply. The returns sent in were not so complete and intelligible as could be wished, owing to some misunderstanding on the part of a portion of the teachers and did not afford information to the extent desired, when made. Early in August the Committee entered into correspondence with the publishers and sellers of the various text books in use in our schools, seeking proposals for furnishing the necessary supplies of the same. No time was lost in consummating the contracts. Some little delay occurred in the supply of books on the part of the contractors and in procuring a suitable paper for covering the same, but by the close of the first week of the term, all the schools had been supplied, so far as books were needed at that time. Nearly all the books, a few being excepted, which could not well be covered before being placed in the school room, were well covered with a very durable paper, properly fastened upon each volume and upon the outside of each was placed a label bearing the name of the book and upon the inside still another was attached, designating it as the property of the city and stating the regulations for the use and care of the books.

The following statement shows the number of books supplied to each different grade of schools, together with the cost thereof, up to the present time and also the amount expended for paper and covering:

Number of books supplied to High School	1,137
" " " " " Grammar "	11,887
" " " " " Primary "	3,976
Total number of books supplied	17,000
" cost of the same	$6,226.44
" " " paper and expense of covering	289.06
" " " books and covering	6,515.50

The Committee would suggest, that in view of the fact that in one instance at least, refusal has been made on the part of a parent to replace a book either lost or destroyed, when requested so to do by the teacher, under the direction of the Committee, some action should be taken by the Board, authorizing the Committee on Text Books, to adopt such rules and regulations, for the care and custody of the books, as they may judge proper.

The Committee deem it their duty to further suggest, that in their opinion so great a variety of text or supplementary books is unnecessary and entails an expense which might profitably be avoided, by limiting the variety in some directions.

Of the books purchased, there are now on hand, in the office of the Secretary, five hundred and twenty volumes, which supply is being almost daily drawn upon and will before long, probably, be in use in the schools.

JOS. P. FESSENDEN, *Chairman.*

APPENDIX.

Census of children, 5 to 15 years old, taken in May, for the past five years:

	1880.	1881.	1882.	1883.	1884.
Whole number of such,	4862	4900	4870	4913	5212
Number of same, at school,	4180	4285	4274	4387	4631
Number of same, not there,	682	615	596	526	581

N. B.—Most of these non-attendants were children six years of age or younger, invalids, or children at work by permission.

Enrollment of children at public and private day schools, and colleges, ascertained by May census, the past five years:

	1880*.	1881.	1882.	1883.	1884.
Number of such, over 15 years old,	389	400	484	545	529
Number of all ages, at school,	4569	4745	4758	4952	5160
Of whom there were in private schools,	1210	1281	1264	1340	1383
Number of all ages, in public schools,	3359	3464	3494	3592	3777

*The column of 1880 will be found to differ from the similar column in the printed School Report of 1880, and is now very nearly correct. Some allowance must be made, in all the calculations, for imperfections in the census.

ABSTRACT OF THE SCHOOL CENSUS OF MAY, 1884.

WARD.	NO. OF CHILDREN BETWEEN 5 AND 15 YEARS OLD.							NO. OF SCHOLARS OVER 15 YEARS OLD.					TOTAL OF ALL AGES.	CLASSIFICATION OF ATTENDANCE AT PRIVATE SCHOOLS, ETC.							
	IN PUBLIC SCHOOLS.		IN PRIVATE SCHOOLS, ETC.		NOT ATTENDING SCHOOL.		TOTAL.	IN PUBLIC SCHOOLS.		IN PRIVATE SCHOOLS, ETC.		TOTAL.		COLLEGES, ETC.	PRIVATE SCHOOLS.	ROM. CATH. SCHOOLS.	CHARITABLE INSTITUTIONS.	REFORMATORY INSTITUTIONS.	WHOLE NO. OF SUCH.		
	BOYS.	GIRLS.	BOYS.	GIRLS.	BOYS.	GIRLS.		BOYS.	GIRLS.	BOYS.	GIRLS.								BOYS.	GIRLS.	TOTAL.
I.	371	255	29	215	71	46	987	19	20	13	24	76	1063	1	24	227	....	29	34	247	281
II.	343	253	21	71	40	48	776	28	31	14	25	98	874	6	70	55	....	....	37	94	131
III.	235	138	10	105	28	19	535	25	20	15	36	96	631	8	62	96	....	....	23	143	166
IV.	373	219	18	212	47	33	902	28	21	6	15	70	972	1	46	204	...	....	20	231	251
V.	478	289	74	287	98	86	1312	37	35	6	23	101	1413	3	106	226	55	..	76	314	390
VI.	309	184	2	140	35	30	700	32	34	10	12	88	788	2	16	146	....	....	12	152	164
Total	2109	1338	154	1030	319	262	5212	169	161	64	135	529	5741	21	324	954	55	29	202	1181	1383

Ages of pupils in September, 1883, when entering the grades severally enumerated:—

	Oldest Pupil.		Youngest Pupil.		Average Age.	
	yr.	mo.	yr.	mo.	yr.	mo.
High School, Senior Class,	18	10	16	1	17	7
Sub-Senior,	18	6	14	7	16	6
Ex-Junior,	18	1	13	4	15	9
Junior,	17	9	12	2	15	1
Grammar Schools, Class I.	17	6	11	11	14	4
" II.	17	3	10	11	13	9
" III.	16	5	10	3	12	8
" IV.	16		8	5	12	1
" V.	15		7	7	10	9
Primary Schools, " I.	15	6	6	11	9	11
" II.	15	10	6	2	8	11
" III.	12	11	5		7	7
" IV.	11	11	4	10	6	3

Number of graduations or promotions to higher schools, July, 1884:—

Primary Schools: Bentley, 22; Bertram, 32; Browne, 46; Carlton, 27; Endicott, 33; Lincoln, 32; Lynde, 26; Oliver, 48; Pickman, 19; Prescott, 35; Upham, 36; Total, 356.

Grammar Schools: Bentley, 9; Bowditch, 35; Phillips, 24; Pickering, 19; Saltonstall, 29. Total, 116.

High School, 26.

BOARD OF SCHOOL COMMITTEE, 1885.

ARTHUR L. HUNTINGTON, Mayor, Chairman, ex-officio.

JOHN ROBINSON, President of the Common Council, member ex-officio.

WARD ONE.

Till 1886.	Till 1887.	Till 1888.
Nathan H. Millett, 8 Curtis.	James H. Quinn,* 22 Charter.	Francis E. Hines. 11 Liberty.

WARD TWO.

Jabez B. Lyman, 92 Washington sq.	Edwin H. Dodge, 47 Washington sq.	DeWitt S. Clark. 2 Oliver.

WARD THREE.

Joseph P. Fessenden, 333 Essex.	John Preston, 1 Mt. Vernon.	Benjamin Barstow. 25 Chestnut.

WARD FOUR.

Edward S. Atwood, 136 Federal.	Hubbard Breed, 83 Federal.	John O'Shea. 156 Boston.

WARD FIVE.

J. Frank Dalton, 57 Lafayette.	William S. Lord, Holly, cor. Linden.	Jesse Robbins. 4 Cherry.

WARD SIX.

Winfield S. Nevins, 20 Orne.	Edward E. Dalton. 43 Federal.	Horace N. Smith. 16 Orne.

ALFRED B. BROWN, Secretary.
6 City Hall.

CHARLES E. BURNS, Messenger.
5 City Hall.

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* Resigned Sept., 1885. James Keating elected to fill vacancy until January, 1886.

[illegible] Committee. [illegible] and Edwin H. [illegible]

High School Committee. [illegible]; Nathan [illegible]

Grammar School Committee. [illegible] Francis E. Hines and [illegible]

Primary School Committee. [illegible]; Horace [illegible] DeWitt S. Clark, Edwin H. [illegible] James H. [illegible]

Committee on Wandering School. [illegible] S. Nevins, *Chairman*; [illegible] and Francis E. Hines.

Committee on Evening School. Nathan H. Millett, *Chairman*; [illegible]

Committee on Examination of Teachers. Edward S. Atwood, *Chairman*; Edward E. [illegible] Jabez B. Lyman, DeWitt S. Clark and [illegible] Alfred B. Brown, *Clerk*.

Committee on Text Books, Joseph P. Fessenden, *Chairman*; Edwin E. [illegible] Nevins, William S. Lord and James H. [illegible]* Alfred B. Brown, *Clerk*.

Committee on Printing and Supplies, Edwin H. Dodge, *Chairman*; Benjamin Barstow, Hubbard Breed, Nathan H. Millett and John Preston. Alfred B. Brown, *Clerk*.

Committee on Music, Edward S. Atwood, *Chairman*; DeWitt S. Clark, *Clerk*, and Jabez B. Lyman.

Committee on Drawing, J. Frank Dalton, *Chairman*; Jesse Robbins, *Clerk*, and Hubbard Breed.

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* Resigned Sept., 1885.

B.—STATISTICS SUPPLEMENTARY. 1883–4.

SCHOOL.	Per cent. attendance, 1883-84.	Average No. of pupils taught by each teacher	Cases of Tardiness, 1883-84.	Half-days of Truancy, 1883-84.	Cases of Corporal Punishment.	Half-days' absence of Teachers, 1883-84.	Half-days' employment of substitutes, '83-'84.	Number of Teachers Dec. '84	Of same, No. of Normal School Graduates.	Number of study rooms.	NUMBER OF SITTINGS BY CLASSES. I	II	III	IV	V	Total	BUILDINGS AND LOTS. Erected.	Remodelled.	Valuation.	Size of Lots in Square Feet.
High	98	21	314	17	4	4	0	8	4	2	--	--	—	—	—	224	1855	1871	$20,000	12,104
GRAMMAR:																				
Bentley	89	37	135	0	0	51	45	4	1	4	47	—	48	48	48	191	1861	—	30,000	19,450
Bowditch	91	38	1,574	222	208	20	17	12	10	11	49	98	98	147	147	539	1870	—	85,000	24,200
Phillips	92	33	785	69	127	40	36	7	4	7	42	48	48	96	96	330	1883	—	33,137	18,000
Pickering	94	38	240	15	19	358	353	4	2	4	49	--	49	49	51	198	1862	—	20,000	16,000
Saltonstall	93	37	134	23	65	2	0	7	5	7	42	48	48	96	96	330	1874	—	16,000	20,040
Total, Gram.	92	37	2,868	329	419	471	451	34	22	33	229	194	291	436	438	1 588	—	—	$184,137	97,690
PRIMARY;																				
Bentley	76	32	602	2	0	88	87	4	3	4	52	56	48	48	—	204	—	—	—	—
Bertram	86	29	171	0	1	21	0	4	2	4	48	48	48	48	—	192	1879	—	13,030	20,300
Browne	83	30	663	74	90	9	3	7	5	7	48	97	104	108	—	357	1847	1870	20,000	12,975
Carlton	85	31	308	14	0	41	39	4	2	4	50	49	49	56	—	204	1875	—	10,000	18,085
Endicott	84	32	658	60	26	411	399	4	1	4	46	56	56	56	—	214	1869	—	16,000	11,740
Lincoln	87	33	399	25	25	10	6	5	5	4	48	48	48	48	-	192	1851	—	6,000	6,700
Lynde	84	37	559	21	44	21	21	5	3	5	50	52	55	105	—	262	1841	—	20,000	18,000
Oliver	87	42	299	25	21	29	10	4	2	5	48	48	52	104	—	252	1818	'78-84	15,000	10,890
Pickman	85	24	372	11	7	20	8	3	3	3	48	48	—	48	—	144	1872	—	9,000	15,380
Prescott	87	38	395	68	44	8	4	4	3	4	50	50	50	60	—	210	1871	—	10,000	12,357
Upham	88	36	338	0	6	172	157	4	2	4	44	44	44	59	—	191	1851	—	13,000	24,100
Total, Primary	85	33	4,764	300	264	830	734	48	31	48	532	596	554	740	—	2,422	—	—	$132,030	150,527
Naumkeag	74	29	436	15	13	14	3	2	2	1	48	—	—	—	—	48	—	—	—	—
Total Schools.	87	31	8,382	661	700	1,319	1,188	92	59	84	—	—	—	—	—	4,282	—	—	$336,167	260,321

GRADUATES, JULY, 1884.

HIGH SCHOOL—FOUR YEARS' COURSE.

Samuel Amory Goodhue,
Lincoln Baker Goodrich,
Horace Ware Hanson,
Frederick Keffer Kelham,
Richard Clarke Manning, Jr.
Peter Joseph O'Callaghan,
William Gibbons Rantoul.
Walter Pearce Richardson.
Joseph Francis Walsh.

Jane Edith Andrews Bartlett,
Carrie Quincy Cate,
Abbie Helen Earle,
Mary Bond Harrington,
Minnie Ingersoll Hutchinson,
Jennie Prentiss Hyde,
Madge Hutchinson Mackenzie.
Lillabel Mooney,
Catharine Frances Redmond,
Sara Isabel Sanger.
Susan Emily Smalley,
Mary Wilder Tileston.

THREE YEARS' COURSE.

Harry Perkins Benson,
Henry Colford Gauss,
Francis Rowland Safford,
John Gellison Waters,
Daniel Safford,

GRAMMAR SCHOOLS.

[Those marked with a * entered the High School.]

BENTLEY GRAMMAR.

Lena R. Arrington,
*Mary A. Grant,
*Alice G. Lucie,
*Maud Lyman,
*Mary St. Reeves,
Jessie C. Rogers,
*Ethel M. Ryder,
Laura M. Steele,
*Florence A. Woodbury.

BOWDITCH GRAMMAR.

*Charles P. Buckley,
*Henry L. Colby,
*Edward F. Carlton,
*Daniel J. Carney,
*Joseph Fessenden,
Daniel Folan,
*George A. Frye,
*William P. Kelley,
*Arthur F. Quimby,
*Edward A. Southwick,
*Urban M. Williams,
*Edward J. Connelly,

*Caroline L. Allen,
*Frances E. Bard,
*Louise M. Burgess,
Annie F. Derby,
Nellie E. Davenport.
Lizzie M. Duffee,
*Lilly J. Eckford,
*Alice B. Felt,
*Gertrude E. Harding,
*Bessie B. Lord,
*Abbie M. Luscomb,
*Nellie S. Manning,
*Helen M. Merrill,
Annie L. Pitman,
*Edna I. Pitts,
*Martha T. Pond
Ada A. Remick,
*Gertrude C. Smith,
Maryland V. Towns,
*Harriet I. Wilkins,
*Elizabeth A. Samman,
Josephine A. Millett,
*Mary E. Sawyer.

PHILLIPS GRAMMAR.

*Warren R. Bowen,
*William F. Chapple,
Albert E. Covell.
*Frederick C. T. Davis,
*Sylvester J. Farrel,
*William A. Fullam,
*Arthur T. Hitchings,
*Joseph H. Kenny,
Frederick B. Lambert,
Frederick I. Lendholm,
*Harry C. Low,
James J. Lynch,
George A. May,
William Nash,
*John B. Peterson,
Charles C. Porter,
*John N. J. Roche,
*Charles C. Rogers,
Harry W. Thompson,
George F. Tilton,
*William C. Waters, Jr.,
*James J. Welsh, Jr.,
*William L. Welch, Jr.,
Fred. B. Hodgdon.

PICKERING SCHOOL.

George W. H. Dwinell,
*Augustus J. Founk,
William H. Rudderham,
James W. Sederquest,

*Albert E. Jones,
*Harry K. Mansfield,
*Lyman G. Smith,
Arthur W. Stevens,
*George H. Symonds,

*Clementina L. Batchelder,
*Matilda F. Call,
Nellie B. Chandler
Annie S. Glover,
Alice F. Matthews,
*Manetta B. Morse,
*Jennie M. Sanborn,
*Maude B. Semons,
*Carrie B. Shephard.

SALTONSTALL SCHOOL.

Arthur L. Averill,
Willian E. Crouse,
*Charles E. Collins,
*Albert E. Cole,
William F. Dolliber,
*Harry F. Dalton,
*George A. Ferguson,
*Louis F. Gavet,
*Horace F. Hutchinson,
*Leon E. Hosley,
*Oscar E. Jackson,
*John G. Morse,
*Charles B. Price,
*William H. Palmer,
Frank P. Richers,
Frank G. Rich,
*Charles W. Shepard,
*George F. Sibley,
*Albion Stephenson,
*Willis Thompson.

*Lucy E. Chapman,
*Bertha Dreyfus,
*Hattie Faxon,
*Millie M. Ferguson,
*Bessie H. Hare,
*Hattie M. Jackson,
*Bessie F. Kelley,
*Virginia Ray,
*Susie A. Whalen,
Mary A. White.

LIST OF BOOKS USED IN THE PUBLIC SCHOOLS OF SALEM.

HIGH SCHOOL.

Dictionaries:—James & Molé's French ; Adler's German; Liddell & Scott's Greek; White's Latin; Worcester's English; Webster's English.

English:—American Poems (Longfellow, Lowell, Whittier); Tales from Shakespeare; Sketch Book; Macaulay's Lays; school editions of standard English Poets (Scott, Gray, Goldsmith, Tennyson, Wordsworth, Coleridge, Milton, Shakespeare, Spenser, Chaucer); Selections from Addison, Burke, Webster; Hill's Rhetoric. Also such other English works as may be prescribed for admission to college.

French:—Otto's Grammar; La Fontaine's Fables; Petites Causeries; Sauveur's Grammar; Le Cid; Athalie; Le Misanthrope; Le Bourgeois Gentilhomme; College Series of French Plays; Le Philosophe sous les toits; Nouvelles Génevoises; Demogeot's L'Histoire de la Littérature française; Picciola; L'Avare.

German:—Ahn's Grammar; Adler's Reader; Undine; Wilhelm Tell.

Greek:—Goodwin's Grammar and Reader; Jones' Prose Composition; White's Lessons; Keep's or Boise's Homer's Iliad; Herodotus; Xenophon.

Latin:—Harkness's Grammar, Reader and Prose Composition; Allen's Composition; Cæsar's Commentaries; Cicero; Virgil; Ovid.

History:—Swinton's Outlines; Green's English History; Pennell's History of Rome; Pennell's History of Greece.

Mathematics:—Crittenden's Commercial Arithmetic; Hagar's Arithmetic; Wentworth's Arithmetic; Greenleaf's Algebras; Perrin's Drill Book in Algebra; Wentworth's Geometry; Duff's Book-Keeping and Blanks; Robinson's Surveying and Navigation.

Science:—Eliot & Storer's Chemistry; Avery's Physics; Gray's School and Field Book of Botany; Steele's Physiology; Warren's Physical Geography; Dana's Text Book of Geology; Lockyer's Astronomy; Morse's Zoölogy; Champlin's Political Economy.

GRAMMAR SCHOOLS.

Arithmetic:—Franklin Written; Colburn's First Lessons.

Dictionaries:—Worcester's Primary, Elementary or Comprehensive.

Drawing: American Text Book of Art Education, L. Prang & Co.

Grammar:—Patterson's Elements of Grammar; Knox's Language Lessons.

Geography:—Swinton's Grammar School; Scribner's Geographical Reader.

History:—Barnes's Brief History of U. S.; Higginson's Young Folks U. S.

Readers and Spellers:—Franklin 4th, 5th and 6th, and Intermediate; Lippincott's Series; Appleton's 5th (for sight reading);

Worcester's Comprehensive Speller.

Writing:—Duntonian System; Payson, Dunton & Scribner's.

It is very pleasing to the Committee and we trust to the citizens of Salem generally, to receive these mementos of the late General Oliver, who was the first Principal of this school, and who until his death evinced a lively interest in its welfare.

EDWARD S. ATWOOD,
JOS. P. FESSENDEN,
NATHAN H. MILLETT.
} *Committee.*

CORPS OF TEACHERS.—Dec., 1884.

[A prompt notice of change of residence is requested by the Secretary. The date of election to present position is given in Roman type. If the teacher had previously served elsewhere, the earliest date of such appointment is stated in *italics*. The names of Principals appear in Small Capitals; those of Teachers not yet elected in *italics*; others in Roman type.]

HIGH SCHOOL, BROAD STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
Arthur L. Goodrich,	Master	$2,200	June, 1882. *October, 1874.*	6 Linden
Charles C. Dodge,	Sub-master.	1,500	June, 1882.	4 Broad.
Susan A. Osgood,	First Ass't.	1,100	February, 1868. *Sept., 1858.*	Chelsea.
Mary J. Thayer,	Assistant	650	October, 1867. *Sept., 1863.*	34 Broad.
Alice Jenkins,	Assistant	650	October, 1876. *March, 1865.*	Lynn.
Jane M. Gray,	Assistant	650	September, 1482. *February, 1877.*	13 Mall.
Elizabeth P. Knight,	Assistant	650	June, 1882.	92 Essex.
Mary R. Sawyer,	Assistant	650	June, 1883.	14 Ocean ave.
		$8,050		

BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	Hannah E. Choate,	Principal.	$1,500	April, 1873. *Dec., 1857.*	23 Norman.
III	Mary A. Coleman,	First Asst.	600	Sept., 1846.	3 Winter.
IV.	Eliza G. Coggswell,	Assistant	500	Sept., 1855.	64 Wash'n sq.
V.	Clara P. Wardwell,	Assistant	500	July, 1874.	20 Hathorne.
			$3,100		

BOWDITCH GRAMMAR, DEAN STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	FRANK L. SMITH.	Principal	$1,800	Dec., 1874. *Sept.*, 1864.	131 Federal.
	Emma W. Browne,	*Asst. to Prin.*	200		45 Mill.
II.	Margaret G. Standley.	Sub-Prin.	800	June, 1863.	5 Spring.
II.	Lucy W. Files,	Assistant	500	Sept., 1878.	250 Wash'n.
III.	Susan T. Sanborn,	Assistant	500	April, 1876.	32 Buffum.
III.	Laurette H. Files,	Assistant	500	Feb., 1882.	250 Wash'n.
IV.	Harriet D. Bowen,	Assistant	500	June, 1880.	165 Federal.
IV.	Susan K. Rogers.	Assistant	500	July, 1874.	6 North Pine.
IV.	Grace A. Tuttle,	Assistant	500	Dec., 1884.	113 Federal.
V.	Eunice G. Burnham,	Assistant	500	May, 1871.	366 Essex.
V.	Helen M. Miner.	Assistant	500	Dec., 1874.	146 Wash'n.
V.	Grace E. Childs,	Assistant	500	May, 1882.	345 Essex.
			$7,300		

PHILLIPS GRAMMAR, WASHINGTON SQUARE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I. II.	EDWIN R. BIGELOW,	Principal	1,800	Aug., 1876. *Nov.*, 1857.	346 Essex.
III.	Mary E. Stanley,	First Asst.	600	Oct., 1864.	20 Andrew.
III.	Martha F. Allen,	Assistant	500	Feb., 1876. *Sept.*, 1872.	Beverly.
IV.	Caroline E. Goodridge,	Assistant	500	April, 1876.	8 Becket.
IV.	Carrie F. Lucas,	Assistant	500	Dec., 1879.	64 Wash'n sq.
V.	Clara M. Greenough,	Assistant	500	Sept., 1879.	4 Barton sq.
V.	Charlotte M. Newton,	Assistant	500	Nov., 1881.	2 Winthrop.
			$4,900		

PICKERING GRAMMAR, BUFFUM AND SCHOOL STREETS.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I. II.	WM. P. HAYWARD,	Principal	$1,800	Sept., 1852. *Dec.*, 1843.	83 Summer.
III.	Sarah E. Cross,	First Asst.	600	March, 1845.	7 Piedmont
IV.	Mary A. Cross,	Assistant	500	March, 1851.	13 Liberty.
V.	Caroline Wiggin,	Assistant	500	Oct., 1884.	37 Lafayette.
			$3,400		

SALTONSTALL GRAMMAR, HOLLY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	OWEN B. STONE,	Principal	$1,500	Sept., 1873.	1 Holly.
II.	Ella F. Kehew,	First Asst.	600	Sept., 1854. March, 1865.	5 Holly.
III.	Georgiana Lewis,	Assistant	500	Oct., 1867.	4 Porter.
IV.	Georgiana R. Kehew,	Assistant	500	Sept., 1870.	5 Holly.
IV.	Abby A. Grant,	Assistant	500	Jan., 1870.	6 Andrew.
V.	Alice P. Jackman,	Assistant	500	Sept., 1878.	7 Hanco
V.	Sarah E. Towne,	Assistant	500	Nov., 1871.	15 [illegible]
			$4,900		

BENTLEY PRIMARY, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	S. AUGUSTA BROWN,	Principal	$600	Nov., 1842.	54 Wash'n sq.
II.	Alice M. Jenks,	Assistant	500	Nov., 1881.	103 Federal.
III.	Margaret M. Haskell,	Assistant	500	Jan., 1866.	54 Wash'n sq.
IV.	Fannie W. McMurphy,	Assistant	500	June, 1883.	25 Pickman.
			$2,100		

BERTRAM SCHOOL, WILLOW AVENUE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HARRIET M. TYLER,	Principal	$600	Sept., 1857.	7 Cherry.
II.	Susan M. Glover,	Assistant	500	Oct., 1871.	46 Endicott.
III.	Kate E. Batchelder,	Assistant	500	Oct., 1872.	108 Lafayette
IV.	Harriet P. Gill,	Assistant	500	Sept., 1873.	108 Lafayette
			$2,100		

BROWNE SCHOOL. ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	MATILDA POLLOCK.	Principal	$600	Nov., 1863.	10 Winthrop.
II.	Emma F. Earle,	Assistant	500	Feb., 1877.	35 Hazel.
II.	Ada B. Pike,	Assistant	500	Feb., 1879.	24 Winthrop.
III.	Emma A. Graves,	Assistant	500	May, 1870.	22 Federal.
III.	Martha P. Ober,	Assistant	500	Nov., 1879.	1 Holly.
IV.	Mary J. Bigelow,	Assistant	500	Dec., 1880.	56 Lafayette.
IV.	Julietta M. Averill,	Assistant	500	Feb., 1876.	280 Wash'n.
			$3,600		

CARLTON SCHOOL, SKERRY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	CAROLINE P. DALTON.	Principal	$600	Jan., 1855.	40 Wash'n sq.
II	Abby L. Burnham,	Assistant	500	April, 1876.	18 Andrew
III.	H. Augusta Moulton,	Assistant	500	April, 1866.	105 Federal
IV.	Laurette P. Emerson,	Assistant	500	Dec., 1880.	269 Bridge
			$2,100		

ENDICOTT SCHOOL, BOSTON STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	ABBY F. NICHOLS.	Principal	$600	June, 1862.	153 Federal.
II.	Sarah F. Daniels,	Assistant	500	Sept., 1864,	Peabody.
III.	Caroline Stevens,	Assistant	500	March, 1848.	20 Winthrop
IV.	Mary B. Chamberlain,	Assistant	500	Oct., 1876.	15 Margin.
			$2,100		

LINCOLN SCHOOL, FOWLER STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	AMELIA R. THAXTER,	Principal	$600	Oct., 1877.	6 Federal ct.
II.	Lucy E. Adams,	Assistant	500	*May*, 1859. March, 1870.	47 Endicott.
III.	Caroline F. Allen.	Assistant	500	May, 1878.	114 Federal.
IV.	Abby B. Skinner,	Assistant	500	Feb., 1881.	14 Howard.
			$2,100		

LYNDE SCHOOL, HERBERT STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HELEN A. WHITE.	Principal.	$600	Sept., 1865.	13 Margin.
II.	Annie S. Hill.	Assistant	500	Jan., 1866.	20 Walter.
III.	Elizabeth H. Tuttle.	Assistant	500	Oct., 1876.	113 Federal.
IV.	Flora J. Sibley.	Assistant	500	Jan., 1883.	3 Union pl.
IV.	Mary A. Smith.	Assistant	500	April, 1884.	10 Upham.
			$2,600		

OLIVER SCHOOL, BROAD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	EMILY A. GLOVER.	Principal	$600	Oct., 1864.	15 Hathorne.
II.	Annie L. Warner.	Assistant	500	Oct., 1877	6 Mt. Vernon.
III.	Annie M. Hamblett.	Assistant	500	Nov., 1882.	13 Boardman.
IV.	Eliza J. Rice.	Assistant	500	March, 1878.	4 Beaver.
IV.	Lizzie E. Farmer.	Assistant	500	Dec., 1876.	109 North.
			$2,600		

PICKMAN SCHOOL, DUNLAP STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I, II.	HARRIET M. STETSON,	Principal	$600	April, 1873.	59 Barr.
II. III.	Ella F. Carr,	Assistant	500	June, 1882.	204 North.
IV.	Sarah N. Littlefield,	Assistant	500	Sept., 1873.	68 Buffum.
			$1,600		

PRESCOTT SCHOOL, HOWARD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	R. ANNA HARRIS,	Principal	$600	June, 1859.	15 Federal.
II.	Kate M. Gray,	Assistant	500	April, 1880.	13 Mall.
III.	Lizzie T. Lyon,	Assistant	500	June, 1883.	23 Mall.
IV.	Jennie D. Fuller,	Assistant	500	Nov., 1882.	173 Federal.
			$2,100		

UPHAM SCHOOL, NORTH STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	ELIZABETH C. RUSSELL,	Principal	$600	June, 1884.	10 Winter
II.	Emily S. Phelps,	Assistant	500	*Sept.*, 1854. March, 1870.	16 Federal.
III.	Laura J. Symonds,	Assistant	500	Oct., 1876.	10 Orne
IV.	Laura M. Carleton,	Assistant	500	June, 1884.	87 North.
			$2,100		

NAUMKEAG SCHOOL, ROPES STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
SARAH P. CLEMONS,	Principal	$600	April, 1882.	403½ Essex.
Annie V. Ward,	Assistant	500	April, 1882.	19 Herbert.
		$1,100		

earnest, persistent work of the parents, and especially of the mothers throughout our land.

This law in its spirit and intent should be complied with in good faith and without prejudice.

When we consider how large a proportion never go beyond the Grammar school, it must be evident to all that it is of great importance in this as well as in schools of higher grades, that the pupils should be instructed in the care of physical health, and especially in regard to the injurious effects on the human system of ardent spirits and narcotics.

The records of our courts,—our prisons, almshouses and lunatic asylums overflowing with the victims of intemperance,—the wrecks of manhood and womanhood seen continually on our streets, speak loudly to us of our utter failure in contending with the drink-curse.

It is for us to secure for those who come after us, *success*, where we have suffered failure.

Our teachers should give closer attention to the proper ventilation of the schoolroom. In many schoolhouses the only means of ventilation is in dropping the windows, which endangers the health of the pupils by allowing cold draughts of air to blow upon them. The temperature of the rooms should also be looked after; seldom, if ever, should it exceed seventy degrees. Special means should be provided for properly ventilating all the rooms.

The attention of the Board is called to the unsuccessful results of the heating apparatus of the Phillips schoolhouse. Great difficulty is experienced in properly warming the building, which is mostly due to the inability of the boilers, etc., to properly perform the work for which they were intended.

It is earnestly hoped that before another year passes these difficulties may be remedied, so that a proper return

BOARD OF SCHOOL COMMITTEE, 1885.

ARTHUR L. HUNTINGTON. Mayor, Chairman, ex-officio.

JOHN ROBINSON, President of the Common Council, member ex-officio.

WARD ONE.

Till 1886.	Till 1887.	Till 1888.
Nathan H. Millett, 8 Curtis.	James H. Quinn, 22 Charter.	Francis E. Hines. 11 Liberty.

WARD TWO.

Jabez B. Lyman, 2 Washington Sq.	Edwin H. Dodge. 47 Washington sq.	DeWitt S. Clark. 2 Oliver.

WARD THREE.

Joseph P. Fessenden, 333 Essex.	John Preston, 1 Mt. Vernon.	Benjamin Barstow. 25 Chestnut.

WARD FOUR.

Edward S. Atwood, 136 Federal.	Hubbard Breed, 83 Federal.	John O'Shea. 156 Boston.

WARD FIVE.

J. Frank Dalton, 57 Layfayette.	William S. Lord, Holly, cor. Linden.	Jesse Robbins. 4 Cherry.

WARD SIX.

Winfield S. Nevins, 20 Orne.	Edward E. Dalton, 43 Federal.	Horace N. Smith, 16 Orne.

ALFRED B. BROWN, Secretary.
6 City Hall.

CHARLES E. BURNS, Messenger.
5 City Hall.

Executive Committee, Mayor Huntington, President Robinson, and Messrs. Joseph P. Fessenden, Jabez B. Lyman and Edwin H. Dodge, Alfred B. Brown, *Clerk.*

High School Committee, Edward S. Atwood, *Chairman;* Nathan H. Millet, *Clerk,* and Joseph P. Fessenden.

Grammar School Committee, Edward E. Dalton, *Chairman;* Winfield S. Nevins, *Clerk,* and J. Frank Dalton, Francis E. Hines and Jabez B. Lyman.

Primary School Committee, Hubbard Breed, *Chairman;* Horace N. Smith, *Clerk;* and Benjamin Barstow, DeWitt S. Clark, Edwin H. Dodge, William S. Lord, John O'Shea, John Preston, James H. Quinn, Jesse Robbins.

Committee on Naumkeag School, Winfield S. Nevins, *Chairman;* Horace N. Smith, *Clerk,* and Francis E. Hines.

Committee on Evening School, Nathan H. Millett, *Chairman;* Edwin H. Dodge, *Clerk,* and John O'Shea.

Committee on Examination of Teachers, Edward S. Atwood, *Chairman;* Edward E. Dalton, Jabez B. Lyman, DeWitt S. Clark and William S. Lord. Alfred B. Brown, *Clerk.*

Committee on Text Books, Joseph P. Fessenden, *Chairman;* Edward E. Dalton, Winfield S. Nevins, William S. Lord and James H. Quinn. Alfred B. Brown, *Clerk.*

Committee on Printing and Supplies, Edwin H. Dodge, *Chairman;* Benjamin Barstow, Hubbard Breed, Nathan H. Millett and John Preston. Alfred B Brown, *Clerk.*

Committee on Music, Edward S. Atwood, *Chairman;* DeWitt S. Clark, *Clerk,* and Jabez B. Lyman.

Committee on Drawing, J. Frank Dalton, *Chairman;* Jesse Robbins, *Clerk,* and Hubbard Breed.

We have too much arithmetic; very few of our pupils will ever have occasion to use more than the rudiments of the study. Reading is the first and most important thing. Writing comes next. Third in importance is map geography. Our writing can never be improved until we have less written recitations and until more attention is given to position of body, arm and pen.

Allow me to add once more my firm conviction that frequent promotions of qualified pupils are demanded by every consideration of right and progress. It is useless to keep all pupils on a level and require the bright ones to stay back with the dullards. One must recognize the law of the "survival of the fittest," here as elsewhere.

On Wednesday, July 1, in Bowditch Hall, was given an exhibition of the industrial work of the pupils of the three upper classes of this school. Several long tables extending the full length of one side of the hall were filled with fancy work, plain sewing, darning, mending, quilts, dresses, tidies, embroidery, paintings, mechanical and free hand drawing, mechanical work such as an engine, a chair, chest of drawers, a side of leather. Another table was loaded with edibles, mainly plain bread and fancy cake. It was a most creditable display and showed what can be done in this direction. All these things were made *out of school* and out of school hours, *by the children themselves.* The only assistance they had was in a way of general suggestions from Mr. Smith. The exhibit was examined by a large number of our citizens and highly recommended. It received high praise from the press and attracted attention far and near. Even one Scotch newspaper alluded to it. Numerous letters of inquiry have been received from educators asking for information, all showing an interest in the work. The work was begun only five months before the close of the term. It did not interfere with the

SCHOOL CALENDAR FOR THE YEAR 1885.

1. *School Year* began Monday, Sept. 1, 1884.
   Second term begins Monday, February 2, 1885.
   School year ends Saturday, July 11, 1885.
   Next School year will begin Monday, Sept. 7, 1885.

2. *Vacations*:—Monday to Saturday. The week in which Fast Day occurs.
   Monday, July 13, 1885, to Saturday, Sept. 5, 1885, both inclusive.
   Thanksgiving Day and the two days following.
   Christmas to New Years, Dec. 25, 1885, to Jan. 1, 1886, inclusive.

3. *Legal Holidays*:—Washington's Birthday, February 22, 1885.
   Decoration Day, Saturday, May 30.
   Fourth of July, 1885, on Saturday.

4. *Number of weeks* of actual school time, after deducting the vacations and holidays, as above, 41.

5. *Number of sessions*:—High School, one each week-day, except Saturday; Grammar, Primary and Naumkeag Schools, two each week-day, except Wednesday and Saturday, and then but one.

6. *Hours of session*:—
   High School, April 1 to Nov. 1, from 8 A. M., to 1 P. M.
   November 1 to April 1, from 8½ A. M., to 1 P. M.

   Grammar Schools, April 1 to Sept. 1, from 8½ to 11½ A. M.
   September 1 to April 1, from 9 to 12 A. M.,
   and 2 to 4 P. M., the year round.

   Primary Schools, April 1 to Sept. 1, 8½ to 11½ A. M.
   September 1 to April 1, 9 to 11½ A. M.,
   and 2 to 4 P. M., the year round.

   Naumkeag School, like the Primaries.

7. *Detentions permitted*:—Fifteen minutes after morning sessions; one-half hour at the close of the afternoon sessions.

8. *Times of monthly reports* from teachers, and presentation of pay rolls January 31, February 28, March 28, May 2, May 30, July 3, October 3, October 31, November 28 and December 26.

9. *Times of meeting*:—School Committee, the third Monday evening in each month.
Executive Committee, the first Wednesday evening in each month.

10. *Dates for presenting* all bills against the School Committee, not later than the first Monday of each month. All bills should be sent to the Secretary's office, No. 6, City Hall.

11. *Secretary's office hours*:—9.30 A. M., to 12.30 P. M.; 2.30 P. M. to 5.30 P. M., on school days. Office at No. 6, City Hall.

NEW YORK PUBLIC LIBRARY

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF SALEM.

DECEMBER, 1885.

SALEM:
Printed at the Salem Press.
1886.

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BOARD OF SCHOOL COMMITTEE, 1885.

ARTHUR L. HUNTINGTON, Mayor, Chairman, ex-officio.

JOHN ROBINSON, President of the Common Council, member ex-officio.

WARD ONE.

Till 1886.	Till 1887.	Till 1888.
Nathan H. Millett, 8 Curtis.	James H. Quinn,* 22 Charter.	Francis E. Hines. 11 Liberty.

WARD TWO.

Jabez B. Lyman, 92 Washington sq.	Edwin H. Dodge, 47 Washington sq.	DeWitt S. Clark. 2 Oliver.

WARD THREE.

Joseph P. Fessenden, 333 Essex.	John Preston, 1 Mt. Vernon.	Benjamin Barstow. 25 Chestnut.

WARD FOUR.

Edward S. Atwood, 136 Federal.	Hubbard Breed, 83 Federal.	John O'Shea. 156 Boston.

WARD FIVE.

J. Frank Dalton, 57 Lafayette.	William S. Lord, Holly, cor. Linden.	Jesse Robbins. 4 Cherry.

WARD SIX.

Winfield S. Nevins, 20 Orne.	Edward E. Dalton. 43 Federal.	Horace N. Smith. 16 Orne.

ALFRED B. BROWN, Secretary.
6 City Hall.

CHARLES E. BURNS, Messenger.
5 City Hall.

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* Resigned Sept., 1885. James Keating elected to fill vacancy until January, 1886.

Executive Committee, Mayor Huntington, President Robinson, and Messrs. Joseph P. Fessenden, Jabez B. Lyman and Edwin H. Dodge. Alfred B. Brown, *Clerk.*

High School Committee, Edward S. Atwood, *Chairman;* Nathan H. Millett, *Clerk,* and Joseph P. Fessenden.

Grammar School Committee, Edward E. Dalton, *Chairman;* Winfield S. Nevins, *Clerk,* and J. Frank Dalton, Francis E. Hines and Jabez B. Lyman.

Primary School Committee, Hubbard Breed, *Chairman;* Horace N. Smith. *Clerk,* and Benjamin Barstow, DeWitt S. Clark, Edwin H. Dodge, William S. Lord, John O'Shea, John Preston, James H. Quinn,* Jesse Robbins.

Committee on Naumkeag School, Winfield S. Nevins, *Chairman;* Horace N. Smith, *Clerk,* and Francis E. Hines.

Committee on Evening School, Nathan H. Millett, *Chairman;* Edwin H. Dodge, *Clerk,* and John O'Shea.

Committee on Examination of Teachers, Edward S. Atwood, *Chairman;* Edward E. Dalton, Jabez B. Lyman, DeWitt S. Clark and William S. Lord. Alfred B. Brown, *Clerk.*

Committee on Text Books, Joseph P. Fessenden, *Chairman;* Edward E. Dalton, Winfield S. Nevins, William S. Lord and James H. Quinn.* Alfred B. Brown, *Clerk.*

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Committee on Music, Edward S. Atwood, *Chairman;* DeWitt S. Clark, *Clerk,* and Jabez B. Lyman.

Committee on Drawing, J. Frank Dalton, *Chairman;* Jesse Robbins, *Clerk,* and Hubbard Breed.

---

* Resigned Sept., 1885.

SUB-COMMITTEES FOR GRAMMAR SCHOOLS.

Bentley, Essex St.,	Jabez B. Lyman.
Bowditch, Dean St.,	Winfield S. Nevins, *Clerk.*
Phillips, Washington Sq.,	Francis E. Hines.
Pickering, School St.,	Edward E. Dalton, *Chairman.*
Saltonstall, Hazel St.,	J. Frank Dalton.

SUB-COMMITTEES FOR PRIMARY SCHOOLS.

Bentley, Essex St.,	Edwin H. Dodge.
Bertram, Willow Ave.,	Jesse Robbins.
Browne, Ropes St.,	William S. Lord.
Carlton, Skerry St.,	DeWitt S. Clark.
Endicott, Boston St.,	John Preston.
Lincoln, Fowler St.,	Hubbard Breed, *Chairman.*
Lynde, Herbert St.,	James H. Quinn.*
Oliver, Broad St.,	Benjamin Barstow.
Pickman, School St.,	John O'Shea.
Prescott, Howard St.,	DeWitt S. Clark.
Upham, North St.,	Horace N. Smith, *Clerk.*

* Resigned Sept., 1885. Succeeded by James Keating.

REPORTS.

REPORT OF EXECUTIVE COMMITTEE.

IN SCHOOL COMMITTEE,
SALEM, Dec. 21, 1885.

To the School Board of the City of Salem.

The Executive Committee of the School Board present the following report of the Expenditures and Receipts of the School Department of Salem, for the fiscal year ending November 30, 1885.

EXPENDITURES.

Salaries,	$61,630 00	
Janitors,	3,958 19	
Fuel,	4,229 60	
Printing and Supplies,	2,170 62	
Text Books,	3,213 16	
Light: Gas $125.92, Electric $51.00,	176 92	
Water Rates,	888 85	
Taking School Census,	220 76	
Printing Annual Report,	112 43	
Miscellaneous,	1,280 33	
Total		$77,880 86

Total Expenditures brought forward,			$77,880 86

RECEIPTS.

Dog Tax, .	$1,567 75		
Tuition of non-resident pupils,	475 00		
Damage to books, etc.,	35 19		
Total,			$2,077 94
Net total expenditures,			$75,802 92
Amt. of original appropriation,	$75,000 00		
Amt. of special appropriation,	3,000 00		
Total appropriation		$78,000 00	
" expenditures,		75,802 92	
Unexpended balance,			$2,197 08

For the Committee,

A. L. HUNTINGTON, *Chairman.*

REPORT OF HIGH SCHOOL COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 21, 1885.

In accordance with the rules of this Board, the High School Committee now present their annual report.

There has been no permanent change in the corps of teachers at this school during the past year. Miss Osgood, first assistant, has been absent for several weeks, owing to severe illness; but has now returned to her duty with improving health.

Since the last annual report, a change has been made in the names of the classes; formerly they were Junior, Ex Junior, Sub-Senior and Senior; now changed to Junior, Middle, Senior, and Advanced.

The number of scholars enrolled this year is: Boys 122, Girls 108 — Total 230, in classes as follows:

Junior, . . .	Boys	61	Girls	51	112
Middle, . . .	"	30	"	23	53
Senior, . . .	"	23	"	22	55
Advanced, . . .	"	8	"	12	20
		122		108	230

Of these nine are non-resident.

The number of graduates at the end of the school year was:

Four years course,		Boys,	11,	Girls,	15,	Total,	26
Three "	"	"	8,	"	3,	"	11
		"	19	"	18	"	37

Of these graduates, five young men passed examination for Harvard, three have entered the Institute of Technology, and one the U. S. Military Academy at West Point. Of the young ladies, one has entered Boston University, and one passed examination at Harvard Annex.

Of the above, all except two passed their respective examinations without any conditions whatever, three of the young men being admitted to Harvard with honor. One young man of much promise, who had prepared for entrance to Brown University, died a few days before graduation.

The remainder have entered upon various occupations, and it is the hope of the Committee, that these graduates and also those scholars who left the school before graduation, will look back at the time spent at this school, as time well spent.

The school library has been increased by a partial use of the income of the Browne Fund, and by the gift of seventeen books, by the late Gen. H. K. Oliver. Several reference books have been purchased to replace others which were worn from much using.

General H. K. Oliver's picture has been received; also two large engravings of classical subjects have been sent to the school in accordance with the expressed wish of Mr. Oliver. These are to be hung upon the walls of the large hall.

It is very pleasing to the Committee and we trust to the citizens of Salem generally, to receive these mementos of the late General Oliver, who was the first Principal of this school, and who until his death evinced a lively interest in its welfare.

EDWARD S. ATWOOD,
JOS. P. FESSENDEN,
NATHAN H. MILLETT. } *Committee.*

REPORT OF GRAMMAR SCHOOL COMMITTEE.

CITY OF SALEM,
IN SCHOOL COMMITTEE, Dec. 15, 1885.

IN accordance with the rules of the School Board, the Grammar School Committee present their report for the year now closing, as follows:

There has been an increase in the number enrolled over the previous year of forty-two, in the daily belonging of thirty-eight, while the average daily attendance shows a gain of thirty-six.

The number of promotions from the Primary schools at the beginning of the year was 336, and of the 134 who received diplomas of graduation from the Grammar schools, 101 entered the High School.

Miss Mina C. Smith was appointed assistant to the Principal of the Bowditch school in place of Emma W. Brown, and Georgie A. Burnham was elected assistant in the Phillips, in place of Caroline E. Goodridge. In the other schools the corps of teachers remains the same.

As regards truancy, no cases occurred in the Bentley; a decrease of nineteen in the Bowditch, nine in the Pickering, one in the Saltonstall and an increase in the Phillips of forty-seven, give the record of the year.

Truants, and pupils who are unruly in school, should be sent to some place of confinement for a short time as a warning. This, in most cases, would be sufficient to secure good attendance and proper behavior in the schoolroom.

It is to be hoped that the county will soon provide a suitable place, and short time sentences be tried, as, until some such action is taken, all efforts to enforce laws or rules of the Board must prove ineffective.

Though we have a complete record of the half days' absence of teachers, very singularly no returns are made to the secretary of the half days' absence of pupils; but there can be no doubt that it is very large, in fact, much larger than can be justified on any reasonable grounds. The wisdom of the law making it the duty of parents and others having children under their charge, to compel them to attend a public or private day school at least twenty weeks annually, cannot be questioned by any one having the good and welfare of the community at heart. Yet the law is set at naught in many instances, and boys and girls are growing up around us wholly unfitted by the characters formed by the pernicious influences surrounding them, to meet the responsibilities of after life; a constant menace to the well-being of society.

This constantly increasing evil, with its consequent fruitage of ignorance and vice, should impress upon every member of the Board the absolute necessity of a more earnest enforcement of all laws bearing on this subject.

There has been no change of text books, and no new book has been added to the list. The Board has now under consideration, and much attention has been given to the selection of a text book to meet the provisions of the new law requiring the teaching to all pupils in all schools of hygiene and physiology with special reference to the action of alcoholic drinks, stimulants, and narcotics upon the human system.

The enactment of this law by our State legislature, and of similar laws in other states, has been the result of the

earnest, persistent work of the parents, and especially of the mothers throughout our land.

This law in its spirit and intent should be complied with in good faith and without prejudice.

When we consider how large a proportion never go beyond the Grammar school, it must be evident to all that it is of great importance in this as well as in schools of higher grades, that the pupils should be instructed in the care of physical health, and especially in regard to the injurious effects on the human system of ardent spirits and narcotics.

The records of our courts,—our prisons, almshouses and lunatic asylums overflowing with the victims of intemperance,—the wrecks of manhood and womanhood seen continually on our streets, speak loudly to us of our utter failure in contending with the drink-curse.

It is for us to secure for those who come after us, *success*, where we have suffered failure.

Our teachers should give closer attention to the proper ventilation of the schoolroom. In many schoolhouses the only means of ventilation is in dropping the windows, which endangers the health of the pupils by allowing cold draughts of air to blow upon them. The temperature of the rooms should also be looked after; seldom, if ever, should it exceed seventy degrees. Special means should be provided for properly ventilating all the rooms.

The attention of the Board is called to the unsuccessful results of the heating apparatus of the Phillips schoolhouse. Great difficulty is experienced in properly warming the building, which is mostly due to the inability of the boilers, etc., to properly perform the work for which they were intended.

It is earnestly hoped that before another year passes these difficulties may be remedied, so that a proper return

may be received for the expenditures incurred in this direction.

On Wednesday, July 1, an industrial exhibition by the pupils of the Bowditch school was given, which proved very successful under the direction and management of the Principal of that school, of which a full account has been prepared by the sub-committee, W. S. Nevins, which is printed in connection with this report, it being understood that certain criticisms upon the course of study and methods of instruction are not endorsed in full by the Grammar School Committee.

The work of the schools, which varies but little from year to year, has gone forward very pleasantly, and we believe with good results. No backward step has been taken, and the progress has been in the right direction.

The large experience of our teachers, whose efficiency and adaptedness to their work have been commended and endorsed in reports of sub-committees for a long series of years, the harmonious relations existing throughout all the schools, the awakening interest of parents in methods of instruction, encourage the hope of still greater progress in the years to come.

With the close of the year, the Board loses three of its most active and faithful members, all of whom the past year have been members of this committee. The reward of duty well performed will go with them in their retirement.

For the committee,

EDW. E. DALTON, *Chairman.*

BOWDITCH GRAMMAR SCHOOL.

The Bowditch School has had a year of prosperity. The membership continues to increase. There are not quite as many pupils in the three fifth classes as last year, but the third and fourth classes are much larger than then. In fact, so numerous were the promotions from the three fourth classes to the two third classes at the beginning of the year that it was impossible to accommodate them in two rooms. I therefore sent the surplus, nearly forty in number, into the large hall above, and placed the principal's assistant in charge of them. At the September meeting the board empowered me to open a new room, and, at my request, transferred Miss Flora J. Sibley from the Lynde primary to this new class. She has made good progress with it. During Thanksgiving week the Committee on Public Property partitioned off a room in the south west corner of the hall. The time will soon come when another room will be needed here. It can be taken from the easterly corner. A hallway should be partitioned off down the centre. There will still be left a large hall of ample dimensions, larger than there has ever been any use for. This hall, during the last few years, has been used not more than three times a year, save as a spare recitation room. I must repeat the substance of what I said last year about studies. The progress which we make in certain studies, particularly reading and writing, is not satisfactory. We give too little time to these branches. The school day is not long enough. The time devoted to drawing is wasted on nine out of ten pupils. A portion of that given to music is stolen from studies much more essential. History receives too much attention; two-thirds of all the history taught is useless to the average pupil.

We have too much arithmetic; very few of our pupils will ever have occasion to use more than the rudiments of the study. Reading is the first and most important thing. Writing comes next. Third in importance is map geography. Our writing can never be improved until we have less written recitations and until more attention is given to position of body, arm and pen.

Allow me to add once more my firm conviction that frequent promotions of qualified pupils are demanded by every consideration of right and progress. It is useless to keep all pupils on a level and require the bright ones to stay back with the dullards. One must recognize the law of the "survival of the fittest," here as elsewhere.

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studies of the school. In fact the manufacture of these articles proved in most cases a pleasant diversion and desired relaxation. Modest prizes of books were given for some of the most meritorious work and "honorable mention" made in many other cases.

My relations with the teachers of this school have been very pleasant. They have sought to do their work well and have succeeded so far as the "system" we have established would admit.

WINFIELD S. NEVINS, *Sub-committee.*

REPORT OF PRIMARY SCHOOL COMMITTEE.

IN SCHOOL COMMITTEE,

SALEM, Dec. 21, 1885.

The Primary School Committee, in compliance with the rules, herewith submit their report for the year 1885.

The schools as a whole are in good condition and doing satisfactory work.

Early in the year a meeting of the committee and principals of the different schools was held, at which a course of study in all the branches was adopted, by which a certain amount of work was required, thereby securing a uniformity in the different studies. The plan has worked satisfactorily, and while some of the pupils who enter the grammar schools may be better prepared than others, yet, all who do enter are supposed to be well qualified according to the standard adopted by the committee.

The subject of semi-annual examinations has received the consideration of the committee, and an order has been passed by the full board, authorizing the committee to open a room in the Oliver school building for an intermediate grade. If this experiment should prove successful the result would be that all children entering this grade would, at the end of the year, be admitted to the grammar school in the fourth grade, thus saving one year in the grammar school.

The committee have also considered the matter of a text book for reading, and reported an order substituting

the Barnes' Series for the Franklin. The order failed to pass in the full board.

But few changes have taken place in the corps of teachers. Owing to the continued illness of Miss Glover, the principal of the Oliver School, Miss Warner temporarily occupies her position, and Miss C. M. Hooper is acting as a substitute. Miss Hamblett has resigned her position of teacher in this school and Miss Gertrude A. Fuller has been elected in her place. Miss Jennie D. Fuller resigned her place as teacher in the Prescott School at the November meeting of the board. No one has yet been elected in her place.

The committee bear witness to faithfulness on the part of the teachers, and to the general excellence of the different schools.

For the third visiting committee,

HUBBARD BREED, *Chairman.*

REPORT OF THE NAUMKEAG SCHOOL.

The Naumkeag School has continued its work during the past year with the usual success. The number in attendance is about the same. It has been found very difficult to secure the attendance of all the children belonging here. Some of them go to the French school and get into shops or the mill, on the strength of having been to school. It is not a school approved by this board and cannot be approved because the instruction is in French, not in English. We find also that many children are allowed to go to work in the mill on a time certificate of the teacher without being signed by the sub-committee or exchanged for the regular permit of the board. This is contrary to law and renders the employers liable. The superintendent has always endeavored to aid us but some of the overseers have repeatedly ignored and disregarded the law. So have some of the shoe manufacturers.

A new law on the employment of children went into effect in 1883 by which no child under ten years of age "shall be employed in any manufacturing mechanical or mercantile establishment," and "no child under twelve years of age shall be so employed during the hours in which the public schools are in session."

The total enrollment last year was 125, the average daily belonging 67, and the average attendance 47. At the present time the enrollment is 87, the belonging 64, and the average attendance 46. Thirteen pupils from this school have been promoted to the Browne school, twenty-five have left for the French school, nine go to the Sisters' school, five are in the mill and eleven have moved from the city,

For the committee,

WINFIELD S. NEVINS, *Chairman.*

REPORT OF COMMITTEE ON EVENING SCHOOLS.

In School Committee,
Salem, Dec. 21, 1885.

The Committee on Evening Schools for the term of 1884 and 1885, respectfully report:

That the school for girls was opened November 10, 1884, under the charge of Miss M. E. Rowley as principal, with Miss Harriet P. Burbank as assistant; and closed February 17, 1885, being in session seventy-six evenings.

The attendance at the beginning of the term was fair; the total registration being thirty-six.

The average attendance was for

November,	20,	January,	17,
December,	20,	February,	13.

This average is not a fair test of attendance however, for some of the pupils are prevented by household and other duties, from attending the school more than two evenings per week.

The studies pursued were reading, writing, arithmetic, spelling, geography and history; the latter being taken as a reading lesson.

One class was composed of beginners, who could neither read nor write, but who had made good progress in each at the end of the term. While it is wished that there could be a larger attendance at this school, the committee feel pleased at the good work accomplished.

The school for boys was opened at the Town Hall on December 1, 1884, and was continued until March 30, 1885; holding eighty sessions.

The average attendance was as follows, in

December,	109,	February,	43,
January,	76,	March,	30,

showing as has been the rule for several years past a gradual diminution toward the end of the term.

This school was in charge of Miss Chastine Emerson as principal, with six assistants, some of whom were discharged as the number of pupils diminished.

The studies pursued were reading, writing, arithmetic, geography, history and book-keeping.

The committee have nothing to add to the reports of former years in relation to attendance at, and the general progress of, the school, but in this connection would express their opinion that the minimum age fixed for entry to their schools (twelve years) is too low, for they think that children of that age should be compelled to attend day schools. We all know that our day schools are suffering from irregular attendance, and also that children are suffering more, by being kept from them, as may be seen by the untutored appearance of these young people in our streets.

Of these children who enter the evening schools, most of them are inattentive to study, and after a short time, drop out of the schools. This is not to be wondered at, for who can expect children of that age to work all day and attend school in the evening.

We cannot say too much in commendation of the older members of both schools, who show by their attention to

their studies, that they realize the benefits accruing from them.

The committee take this opportunity to express their thanks to the city government, for fitting Town Hall for their use, and also for the electric light placed therein.

N. H. MILLETT,
EDW. H. DODGE, } *Committee.*
JOHN O'SHEA,

REPORT OF THE COMMITTEE ON MUSIC.

In School Committee,
Salem, Dec. 15, 1885.

The Committee on Music are able to report good results, from the faithful and efficient service of the teacher, Mr. Henry O. Upton. Where there has been hearty coöperation by the teacher in charge of the room, the children generally have joined in the singing, and learned quickly the elementary principles of musical notation and expression.

In some of the schools great proficiency has been attained. The uniform excellence of training appeared in the public concert, given in Mechanic Hall in June last. The exhibition was most creditable to the city; one class, each, from the grammar and primary schools, happily illustrated the combination of gymnastic with vocal drill. Others might well imitate the example.

Your committee do not believe, as is often charged, that time and money, expended in this department, are "wasted": on the contrary, we think them most profitably spent. For the relief which the exercise brings, in the more monotonous work of the day, for the taste which it cultivates, for the refining, humanizing and inspiring influence which it fosters, we can ill afford to dispense with it. With many children, this is and will be their only opportunity for musical in-

struction, and is so far, valuable. With others, it quickens the desire to pursue the study in after time, in whose benefits the homes and community gladly share.

Each year adds to the ability of the instructor, as he gains the confidence of the several principals and assistants, and familiarity with the whims and faults, as well as gifts, of the scholars.

It is reasonable to expect that the education in music, of our graduates from the High School, will be well proportioned to that in what many esteem more "practical lines." Grudging appropriations for this department invite meagre results. Indifferent attention, on the part of the teachers, insures failure in this, as in any other branch of study. A liberal policy for both seems to us, to be imperatively demanded.

E. S. ATWOOD,
J. B. LYMAN,
DE WITT S. CLARK, } *Committee.*

REPORT OF COMMITTEE ON DRAWING.

In School Committee,
Salem, Dec. 21, 1885.

The Committee on Drawing submit the following report for the municipal year just drawing to a close.

The Free Drawing School opened on the evening of Dec. 1, 1884, and closed March 30, 1885.

The freehand department was in charge of Mr. Murdoch Macpherson with Miss Lucy Hood as assistant. The school commenced with 114 pupils and the average attendance for the whole term was eighty.

Pupils from the public schools of the city and from the Normal school were among the scholars in this department and several teachers of the public schools attended throughout the term.

The mechanical class at the opening numbered forty-four, the average attendance being twenty-three. Mr. W. D. Dennis is the instructor in this department.

On the last evening of the term an exhibition was held in the drawing schoolroom and a large number of visitors including His Honor the Mayor and other city officials availed themselves of the opportunity to examine the work accomplished by the class. From the specimens shown, your committee caused to be selected quite a number of designs and they now embellish the walls of the room of the secretary of the board and some are placed in the schoolrooms throughout the city.

So far as your committee are able to judge, creditable work has been accomplished, the discipline of the school has been excellent and for the greater part, much interest in their work is taken by those who attend. The duties devolving upon the teachers have been satisfactorily performed.

Respectfully submitted,

For the committee,

J. F. DALTON.

REPORT OF THE COMMITTEE ON EXAMINATION OF TEACHERS.

In School Committee,
Salem, Dec. 21, 1885.

There have been two examinations during the year on the accepted list of candidates.

Ten persons have presented themselves for examination, five of whom reached the average of excellence required by the committee, and their names have been placed on the list.

It is a notable and significant fact that the lowest averages attained were in the departments of arithmetic and spelling. Something is wrong somewhere, when applicants for positions as teachers are so deficient in fundamental branches.

It is noticeable also that none of the applicants had prepared themselves for examinations for the position of teachers in high schools. This incompetency is not peculiar to this locality. In a recent temporary vacancy in the Salem High School, the committee were obliged to hunt far and wide to find a person qualified to act as substitute. In teaching, as in some other professions, it is true that however crowded in some grades, there is room enough at the top.

For the committee,

E. S. ATWOOD, *Chairman.*

REPORT OF COMMITTEE ON PRINTING AND SUPPLIES.

IN SCHOOL COMMITTEE,

SALEM, Dec. 21, 1885.

The Committee on Printing and Supplies respectfully present the following condensed report for the year ending Nov. 30, 1885.

At the commencement of the year the amount estimated for the expenditures of this department was $2,500, based on the expenditures of 1884, which was $2,675.95, but which we thought might be somewhat reduced.

The monthly expenses were as follows:

December '84,	$ 50.97	June,	$ 205.79
January,	49.53	July,	6.50
February,	155.92	August,	837.31
March,	213.67	September,	182.84
April,	86.86	October,	139.05
May,	148.10	November,	94.08

making a total of $2,170.62

We have on hand, stored in the basement of City Hall, the following supplies: 180 gross slate pencils, 31 gross lead pencils, 50 boxes pens, 48 dozen pen holders, 160 slates, 72 spelling blanks, 88 letter blocks, 175 brown

paper books, 12 dozen paper blocks, 84 dozen rulers, 23 dozen blackboard erasers, 95 boxes chalk, 35 lbs. rubber, also pointers, sponges, envelopes, chromos, credits, etc.

The committee have filled all requisitions from the schools under the rules of the school board, and in special cases have furnished other articles such as mats, blackboards, etc., under the head of school furniture, which should have been supplied by another department of the city.

It is hoped that at an early date the city ordinances will be so far revised that the furnishing and care of all the school furniture shall be either assigned to the school committee, or supplied under their direction.

For the committee,

EDWIN H. DODGE, *Chairman.*

REPORT OF THE COMMITTEE ON TEXT BOOKS.

In School Committee,
Salem, Dec. 21, 1885.

The Committee on Text Books, for the year now closing, would respectfully offer the following report.

The amount expended for text books and covers, etc., is $3,213.16, it being nearly one-half the sum spent the year before, at the introduction, which was $6,567.05.

That so large a sum was necessary the second year, when the schools, ought, apparently, to have been fully supplied, may, in good part be accounted for, by the fact, that the introduction of new books and a large expenditure for covers for all the books, have increased largely the amount. Undoubtedly the expenditure for the ensuing year will be comparatively small unless new or supplementary text books shall be introduced. The committee take pleasure in saying that, at the end of the first term after the new law went into effect, they made an examination of the books in the different schools and were much surprised to find how little damage had been done. As further evidence of this, the secretary has received, since the city began to supply books to all the scholars, the small sum of $35.19 only, for injured and destroyed books, in which amount is included, also, quite an amount chargeable to slates destroyed and which belongs to the supply department.

No estimate, approximating exactness, can be made for the coming year, as much depends, as before stated, upon whether much new matter is introduced or not. At the present time all the scholars are supplied and it will be only the most of the new pupils that are to be looked out for.

Respectfully,

For the committee,

JOS. P. FESSENDEN, *Chairman.*

APPENDIX.

Census of children, 5 to 15 years old, taken in May, for the past five years:

	1881.	1882.	1883.	1884.	1885.
Whole number of such,	4900	4870	4913	5212	4976
Number of same, at school,	4285	4274	4387	4631	4288
Number of same, not there,	615	596	526	581	688

N. B.—Most of these non-attendants were children six years of age or younger, invalids, or children at work by permission.

Enrolment of children at public and private day schools, and colleges, ascertained by May census, the past five years:

	1881.	1882.	1883.	1884.	1885.
Number of such, over 15 years old,	460	484	545	529	543
Number of all ages, at school,	4745	4758	4932	5160	4831
Of whom there were in private schools,	1281	1264	1340	1383	1236
Number of all ages, in public schools,	3464	3494	3592	3777	3595

ABSTRACT OF THE SCHOOL CENSUS OF MAY, 1885.

WARD.	NO. OF CHILDREN BETWEEN 5 AND 15 YEARS OLD.							NO. OF SCHOLARS OVER 15 YEARS OLD.					TOTAL OF ALL AGES.	CLASSIFICATION OF ATTENDANCE AT PRIVATE SCHOOLS, ETC.							
	IN PUBLIC SCHOOLS.		IN PRIVATE SCHOOLS, ETC.		NOT ATTENDING SCHOOL.		TOTAL.	IN PUBLIC SCHOOLS.		IN PRIVATE SCHOOLS, ETC.		TOTAL.		COLLEGES, ETC.	PRIVATE SCHOOLS.	ROMAN CATHOLIC SCHOOLS.	CHARITABLE INSTITUTIONS.	REFORMATORY INSTITUTIONS.	WHOLE NUMBER OF SUCH.		
	BOYS.	GIRLS.	BOYS.	GIRLS.	BOYS.	GIRLS.		BOYS.	GIRLS.	BOYS.	GIRLS.								BOYS.	GIRLS.	TOTAL.
I.	327	180	24	203	70	62	866	29	24	9	22	84	950	6	21	208	—	23	33	225	258
II.	334	271	12	61	45	46	769	36	31	10	16	93	862	8	43	48	—	—	22	77	99
III.	230	137	13	88	32	20	520	20	23	14	33	90	610	20	39	89	—	—	27	121	148
IV.	378	194	8	218	33	43	874	28	26	6	20	80	954	3	41	208	—	—	14	238	252
V.	410	293	88	200	126	135	1252	39	39	9	25	112	1364	7	135	130	50	—	97	225	322
VI.	293	192	5	129	34	33	686	32	29	6	17	84	770	5	16	136	—	—	11	146	157
Total	1972	1267	150	869	340	348	4076	184	172	54	133	543	5519	49	295	819	50	23	204	1032	1236

Ages of pupils in September, 1884, when entering the grades severally enumerated:—

	Oldest Pupil.		Youngest Pupil.		Average Age.	
	yr.	mo.	yr.	mo.	yr.	mo.
High school, Advanced Class,	19	5	15	7	17	7
Senior,	18	9	14	4	16	5
Middle,	18	8	13	1	15	10
Junior,	18	2	12	11	15	2
Grammar schools, Class I.	17	1	11	10	14	6
" II.	16	5	9	7	13	7
" III.	16	8	9	5	12	6
" IV.	16	0	8	4	11	10
" V.	14	8	7	8	10	7
Primary schools, " I.	14	7	7	0	9	11
" II.	15	6	6	1	8	1
" III.	13	4	5	9	6	10
" IV.	12	10	5	0	5	6

Number of graduations or promotions to higher schools, July, 1885.

Primary schools: Bentley, 29; Bertram, 33; Browne, 28; Carlton, 22; Endicott, 32; Lincoln, 33; Lynde, 31; Oliver, 37; Pickman, 19; Prescott, 37; Upham, 35; Total, 336.

Grammar schools: Bentley, 12; Bowditch, 47; Phillips, 23; Pickering, 18; Saltonstall, 34; Total, 134.

High school, 37.

TRUANT OFFICERS.

Account of service of truant officer for the school year 1884-5. Visits to school, 1739; attendance at court, 37 times; regular attendance at the evening school for boys, besides visits at mills, shops, reports to secretary, etc., and other duties as in previous years.

Cases of absenteeism, not truancy, investigated, 2656, as follows:

High school, 12.

Grammar schools: Bentley, 9; Bowditch, 720; Phillips, 314; Pickering, 28; Saltonstall, 272; Total, 1343.

Primary schools:—Bentley, 2; Bertram, 0; Browne, 509; Carlton, 19; Endicott, 194; Lincoln, 66; Lynde, 144; Oliver, 20; Pickman, 208; Prescott, 124; Upham, 16; Total, 1302.

Naumkeag school, 31.

Cases of truancy discovered, 378, as follows:—

High school, 4.

Grammar schools:—Bentley, 0; Bowditch, 103; Phillips, 64; Pickering, 4; Saltonstall, 19; Total, 190.

Primary schools:—Bentley, 0; Bertram, 5; Browne, 44; Carlton, 5; Endicott, 29; Lincoln, 21; Lynde, 25; Oliver, 20; Pickman, 9; Prescott, 20; Upham, 6; Total, 184.

Rates of tuition for non-resident pupils, to be paid semi-annually in advance: *i. e.*, before pupils are permitted to receive instruction for the terms:—

High school,	$50 00 per year;		$25 00 each payment.	
Grammar schools,	30 00 "	"	15 00 "	"
Primary schools,	20 00 "	"	10 00 "	"

STATISTICS FROM SEPTEMBER, 1884, TO JULY, 1885.

SCHOOLS.	NUMBERS ENROLLED.								AVERAGE DAILY BELONGING.								AVERAGE DAILY ATTENDANCE.							
	BOYS.	GIRLS.	BOTH SEXES BY CLASSES.					TOTAL.	BOYS.	GIRLS.	BOTH SEXES BY CLASSES.					TOTAL.	BOYS.	GIRLS.	BOTH SEXES BY CLASSES.					TOTAL.
			I	II	III	IV	V				I	II	III	IV	V				I	II	III	IV	V	
High	114	100	27	38	63	86	—	214	108	91	26	34	59	80	—	199	105	89	26	34	58	76	—	194
GRAMMAR:																								
Bentley	—	180	22	25	39	47	47	180		163	20	24	32	42	45	163	—	147	19	23	30	36	39	147
Bowditch	364	186	63	76	104	147	160	550	324	163	57	64	85	133	148	487	298	149	55	58	77	121	136	447
Phillips	277	—	34	31	40	93	79	277	261	—	31	31	38	83	78	261	238	—	29	27	35	75	72	238
Pickering	101	83	24	26	39	46	49	184	93	78	22	24	37	43	45	171	86	71	20	22	35	38	42	157
Saltonstall	190	126	44	40	44	94	94	316	170	109	41	37	39	82	80	279	156	99	38	33	35	75	74	255
Total Gram.	932	575	187	198	266	427	429	1,507	818	513	171	180	231	383	396	1,361	778	466	161	163	212	345	363	1,244
PRIMARY:																								
Bentley	—	207	42	64	48	53	—	207	—	182	41	56	42	43	—	182	—	136	33	43	31	29	—	136
Bertram	80	86	38	42	35	51	—	166	69	68	36	35	30	36	—	137	62	54	32	30	25	29	—	116
Browne	207	118	40	89	103	93	—	325	162	78	31	68	72	69	—	240	135	58	27	57	57	52	—	193
Carlton	93	77	29	41	33	67	—	170	87	70	27	33	34	63	—	157	75	56	25	26	28	52	—	131
Endicott	133	49	35	35	41	71	—	182	116	41	31	32	34	60	—	157	96	34	25	28	29	48	—	130
Lincoln	140	66	44	46	37	79	—	206	118	46	36	40	32	56	—	164	104	39	32	36	28	47	—	143
Lynde	230	—	52	45	52	81	—	230	197	—	46	42	45	64	—	197	171	—	42	38	39	52	—	171
Oliver	128	93	39	50	47	85	—	221	123	86	38	48	44	79	—	209	105	71	34	41	38	63	—	176
Pickman	65	33	22	32	44	—	—	98	57	26	18	29	36	—	—	83	48	22	17	24	29	—	—	70
Prescott	136	61	39	47	45	66	—	197	132	53	38	44	44	59	—	185	113	43	34	38	36	48	—	156
Upham	109	96	38	44	48	75	—	205	95	78	34	39	42	58	—	173	82	65	31	34	37	45	—	147
Total Primary	1,321	886	418	535	533	721		2,207	1,156	728	376	466	455	587		1,884	991	578	332	395	377	465		1,569
Naumkeag	69	56	—	—	—	—	—	125	37	30	—	—	—	—	—	67	28	19	—	—	—	—	—	47
Total Schools	—	—	—	—	—	—	—	4,053	—	—	—	—	—	—	—	3,511	—	—	—	—	—	—	—	3,014

STATISTICS SUPPLEMENTARY, 1884–5.

SCHOOL.	Per cent. attendance, 1884–85.	Average number of pupils taught by each teacher.	Cases of tardiness, 1884–85.	Half-days of truancy, 1884–85.	Cases of corporal punishment.	Half-days' absence of teachers, 1884–85.	Half-days' employment of substitutes, 1884–85.	No. of teachers, July 1, 1885.	No. of teachers, graduates of Normal Schools.	Number of study rooms.	NUMBER OF SITTINGS BY CLASSES. I	II	III	IV	V	Total	BUILDINGS AND LOTS. Erected.	Remodelled.	Valuation.	Size of lots in square feet.
High	97	24	470	18	4	5	0	8	4	2	—	—	—	—	—	224	1855	—	$20,000	12,104
GRAMMAR:																				
Bentley	89	37	124	0	0	59	54	4	1	4	47	—	48	48	48	191	1861	—	30,000	19,450
Bowditch	91	41	1,144	203	277	1	0	12	11	11	49	98	98	147	147	539	1870	—	85,000	24,200
Phillips	94	34	1,245	116	156	105	102	7	4	7	42	48	48	96	96	330	1883	—	33,137	18,000
Pickering	93	39	256	6	17	31	25	4	2	4	49	—	49	49	51	198	1862	—	20,000	16,000
Saltonstall	91	37	219	22	72	30	30	7	5	7	42	48	48	96	96	330	1874	—	16,000	20,040
Total, Gram.	92	38	2,988	347	522	226	211	34	23	33	229	194	291	436	438	1,583	—	—	184,137	97,690
PRIMARY:																				
Bentley	74	34	723	9	0	131	116	4	3	4	52	56	48	48	—	204	1861	—	—	—
Bertram	85	29	142	8	4	5	0	4	2	4	48	48	48	48	—	192	1879	—	18,030	20,300
Browne	80	28	706	129	95	77	73	7	5	7	48	97	104	108	—	357	1847	1870	20,000	12,075
Carlton	83	33	432	11	0	3	1	4	2	4	50	49	49	56	—	204	1875	—	10,000	18,085
Endicott	83	33	632	98	27	11	10	4	1	4	46	56	56	56	—	214	1860	—	10,000	11,740
Lincoln	87	36	446	31	31	20	10	4	5	4	48	48	48	48	—	192	1851	1883	6,000	6,700
Lyndo	86	34	433	47	45	15	85	5	3	5	50	52	55	105	—	263	1860	1884	20,000	18,000
Oliver	84	35	554	79	31	30	3	5	3	5	48	48	52	104	—	252	1818	'78–'84	15,000	10,800
Pickman	84	23	415	25	4	4	0	3	3	3	48	48	—	48	—	144	1872	—	9,000	15,380
Prescott	87	39	442	70	57	1	0	4	3	4	50	50	50	60	—	210	1871	—	10,000	12,357
Upham	86	37	255	17	25	68	62	4	2	4	44	44	44	59	—	191	1851	1880	13,000	24,100
Total, Primary	84	33	5,180	524	319	445	360	48	32	48	532	596	554	740	—	2,422	—	—	132,030	150,527
Naumkeag	70	24	419	54	33	36	30	2	2	1	48	—	—	—	—	48	—	—	—	—
Total Schools	86	30	9,057	943	878	712	601	92	61	84	—	—	—	—	—	4,282	—	—	$336,167	260,321

GRADUATES, JULY, 1885.

HIGH SCHOOL — FOUR YEARS' COURSE.

Richard Elwood Dodge,
Frank Prescott Fabens,
James Ropes Harris,*
William Asa Lefavour,
Arthur Llewellyn Lougee,
Seth Frederick Low,
Benjamin Franklin Nason,
Harry Winsor Packard,
Ara Nathaniel Sargent,
Edward Valentine Shepard,
John Rounds Smith,

Mabelle Bachelder,
Florence Pierce Buffum,
Alice Clinton Dodge,
Clara Lovett Forness,
Fannie Noble Frye,
Annie Moore Hanson,
Martha Harris,
Hattie Weeks Kinsman,
Nancy Rosamond Perkins,
Annie Sylvana Porter,
Lucinda Whipple Ropes,
Hattie Brooks Smith,
Grace Oliver Thayer,
Margaret Harding Tileston,
Sarah Annie Tomlinson.

THREE YEARS' COURSE.

Willard Goldthwaite Bixby,
Richard Ives,
Edward Aloysius Keating,
Walter Harrington Kilham,
Julia Boardman Cabeen,
John Edwin Stanton,
William Pray Swasey,
George Elmer Symonds,
John Henry F. Wholley,
Annie Warren Lyon,
Jennie Warren Pitman.

* Died June 20, 1885.

GRAMMAR SCHOOLS.

(Those marked with a * entered the High School.)

BENTLEY SCHOOL.

Josephine Beaver,
*Sallie A. Bowen,
Annie C. Bradstreet,
*Alice G. Carey,
*Carrie W. Davis,
Lillian A. Ford,
Bessie Lamson,
*Sarah E. Lamson,
*Aurilla B. Locke,
Carrie W. Perkins,
*Edna C. Powars,
*Mary Adelaide Phillips,
*Annabel Rollins,
*Lizzie M. Soule,
*Nellie G. Sanborn,
Mary B. Symonds,
*Annie L. Upton,
*Dollie H. Watts,.
*Fannie S. Whitney.

BOWDITCH SCHOOL.

*Charles E. Chamberlain,
*William S. Felton,
*George H. Goodell,
*George H. Hurd,
*Edward G. Jelly,
*Harry Kingsley,
Thomas J. Kelly,
*John J. Kelleher,
*Herbert L. Lougee,
*George Locke,
*Edward T. Larkin,
*Edward A. McGrath,
*James F. McNiff,
*Harry Y. Nutter,
*John H. Nichols,
Horace A. Knights,
*William E. Northey,
*James E. Oliver,
*Hugh Robson,
*Frank G. Rupp,
*Frank W. Reynolds,
William B. Rideout,
*Frederic P. Simonds,
*Joseph B. Saunders,
William J. Tracy,
*Horace F. Very,
D. Frank Wilkins,

Nellie R. Austin,
Sarah F. Briggs,
*Grace L. Brown,
*Alice M. Layton,
*Alice Libby,
Annie J. Murphy,

*Alice H. Breed,
*Isabella M. Carter,
*Mary E. Eady,
*Nettie M. Farnham,
*Annette Jelly,
*Edith M. Kenny,
*Jennie Kimball,
*Ellen H. Millett,
*Henrietta M. Sears,
*Lulu E. Turner,
*Mary W. Thayer,
Alice F. Williams,
*Lillian Walker,
*Etta M. Bishop,
*Margaret C. Bolles.

PHILLIPS SCHOOL.

Harrison S. Adams,
*Joseph W. Adams,
*Ernest Boyd,
J. Clarke Brown,
*William E. Dunn,
*George F. Ellard,
*Harry M. Fleming,
*Horace D. Lambert,
*Harry R. Leach,
David A. M. Donald,
Herbert B. Morrill,
*Herbert Nelson,
*Frank S. Perkins,
*Holton B. Perkins,
*William C. Phalen,
*Harry Putnam,
Walter Richardson,
George D. Rogers,
*Arthur A. Ryder,
Winfield C. Sanborn,
*Edward H. Sargent,
George Upton.

PICKERING SCHOOL.

*Harry F. Brown,
*Charles F. Coker,
Charles O. Dugan,
Edward W. Graham,
James S. Moran,
Stephen H. Sinclair,
Frank S. Briggs,
*Joseph P. Cressey,
*Albert W. Eaton,
Charles H. Keefe,
Albert E. Phippen,

*Anna M. Perkins,
*Laura A. Pitman,
*Alice C. Ropes,
Emma C. Ropes,
*Emma L. Stetson,
*Annie L. Redmond,
*Alice P. Skinner,
*Alice G. Waters.

SALTONSTALL SCHOOL.

Frederick H. Brown,
*Howard H. Cook,
*J. Benj. Devine,
*Willard F. Derby,
*Charles H. Haskins,
*George L. Hyde,
George H. Luscomb,
Charles H. Lander,
*Milburg F. Mansfield,
Frank N. McFadden,
*Bessie S. Brown,
*Lizzie P. Farmer,
Martha E. Fish,
Prudy E. McCurdy,
*Florence E. Martin,
*Fannie M. Morrill,
Lizzie S. Newcomb,
*Edwin B. Meade,
*David B. Newcomb, Jr.,
*Frank G. Smith,
*Michael Sullivan,
Rufus D. Scott,
*George E. Teel,
*Wm. A. Teel,
*Arthur L. Toppan,
*George A. Webb,
*Charles D. Ward,
*Bessie R. Perkins,
*Lillie W. Pickering,
*Alice R. Pollock,
*Nellie M. Sawyer,
*Nellie C. Towne,
Mabel C. Victory,
*Addie White.

EXAMINATIONS OF THE SALEM GRAMMAR SCHOOLS, JUNE, 1885.

ARITHMETIC, FIRST CLASS.

1. John walks 3 miles an hour. When he has been on the road 3 hours and 20 minutes, Henry follows on a bicycle at the rate of 7 miles an hour. When Henry overtakes John, how far will each have travelled?

2. If 8 men can dig a ditch 20 rd. long, 4 ft. wide, and 3 feet deep in 15 days, how many days will it take 6 men to dig one 35 rd. long, 3 ft. wide and 7 ft. deep?

3. Which is the better investment, and how much per cent, $3200 yielding $128 semi-annually, or $4800 yielding a quarterly income of $103.20?

4. A house and the furniture in it are worth $11000, and the furniture is worth $\frac{2}{5}$ as much as the house. Should the house be insured for $\frac{7}{8}$ of its value at $1\frac{1}{2}$ per cent, and the furniture for $\frac{4}{5}$ its value at 2 per cent, find the cost of insuring both.

5. Find the exact (or accurate) interest of $850 from May 15, to Nov. 8, at $5\frac{1}{2}$ per cent.

6. Write a note from the following:

Face $800; date Jan. 6, 1881; negotiable; on demand; maker A. B. Cook; payer, R. R. Hatch; rate of int. 5 per cent.

7. Had there been an endorsement of $140 made, on the note just written, Aug. 5, 1881, what would have been due on it Feb. 11, 1882?

8. If you buy R. R. $4\frac{1}{2}$'s at 30 per cent below par, what rate of interest do you get on your investment?

9. At $.03 a foot for fence, how much less would it cost to fence a garden 2401 ft. long and 25 ft. wide, were it square with the same area?

10. Bought 150 yds. of cloth at $1.60 a yd., and marked it 25 per cent above cost, but sold it at a reduction of 20 per cent on the marked price. How much was the profit?

GEOGRAPHY, FIRST CLASS.

1.

Name the surface regions, the political divisions, four prominent peninsulas, and four of the largest rivers of North America. 2–2–2–4.

2.

Name the three divisions of the West Indies. Describe the climate. Name five important agricultural products. 3–2–5.

3.

What geographical circles cross South America? Why has S. A. a more luxuriant vegetation than any other continent? Name five animals peculiar to S. A. Name the most important country of S. A. and two of its exports. 1–1–5–3.

4.

Name the divisions of Oceanica. Describe the climate of Australia. Of what does the natural wealth of Australia consist? 4–3–3.

5.

What are the leading industries of Australia? What products are exchanged between Australia and Great Britain? Name the two most important cities of Australia. 4–4–2.

6.

Name the three island-groups of Polynesia. In which group is the city of Honolulu? Name the exports of this group. 3–1–6.

7.

Name ten Atlantic ports of North America.

8.

Name two shipping points on the St. Lawrence; three commercial centres in the Mississippi valley; five ports on the Atlantic coast of S. A. 2–3–5.

9.

Name three ports in the West Indies; two on opposite sides of the Isthmus of Panama. A steamer lands goods at Aspinwall; how do these goods reach San Francisco? 3–2–5.

10.

What canal do steamers pass through in going from western Europe to eastern Asia?

When it is noon at Boston what is the time at a place 30° west of Boston? What is the time at a place 45° east of Boston? 4–3–3.

HISTORY, FIRST CLASS.

1. Object and result of the W. Virginia campaign? Name of Union general?

2. Object and result of the Peninsula campaign? Names of Union and Confederate generals? Four important battles?

3. Object and result of Lee's two northern invasions? What Union generals opposed him? What battles were fought?

4. Pope, Burnside and Hooker commanded in what Virginia battles? In what Virginia battles did Grant command?

5. Name three important Union victories on the Mississippi. Name five in Kentucky and Tennessee. Two successes gained by Farragut.

6. Plan of the campaign of 1865? What successes gained by Sherman?

7. What was the Emancipation Proclamation? The Freedman's Bureau?

8. What were the Sanitary and Christian Commissions? The cause and result of the Geneva Arbitration?

9. How are Representatives chosen? How Senators? Name six powers of the President.

10. Who compose the President's Cabinet? Object of the last amendments to the Constitution?

LANGUAGE, FIRST CLASS.

1. Write a sentence containing an appositive phrase; one containing two clauses connected by a conjunctive adverb, and tell the kind of sentence; one with an independent element, and an elliptical sentence. (5 × 2)

2. Give the principal parts of *set*, *seek*, *lain*, *come*, and *going*. (5 × 2)

3. What is a corresponding conjunction? Define a relative pronoun; when is *as* a relative? Decline *one* and *child*. (5 × 2)

4. *Villains!* you did not so when your vile daggers
   Hacked one another in the sides of Cæsar:
   You showed your teeth like *apes* and fawned like hounds.

Parse italicized words. (2 × 5)

5. Correct errors in the following:

(*a.*) The shorter of two ways is the best.

(*b.*) Here is five or six books for you to read.

(*c.*) There is no doubt of its being him.

(*d.*) She that is idle, reprove sharply.

(*e.*) Each of our party carried a knapsack with them. (5 × 2)

6. That I did love thee, Cæsar, O, 'tis true. Analyze.

7. This fortress cannot be taken. The declaration will inspire the people with increased courage. Change the voice of the verbs. (2 × 5)

8. When he asked me a question I answered him courteously.

Change this to a compound sentence. Convert it also into a simple sentence. (2 × 5)

9. Write a polite note, inviting your teacher to a picnic.

10. Cromwell, I did not think to shed a tear
In all my miseries; but thou hast forced me,
Out of thy honest truth, to play the woman.

Analyze.

SPELLING, FIRST CLASS.

appreciate	guerrilla
exhaustless	wrapped
annihilating	scheme
yacht	Australasia
Philippine	excellent
emergency	shrewd
conceivable	Antietam
peaceably	doughty
repudiated	apparition
volcanoes	untenable

Mauna Loa	disastrous
gutta percha	Pulaski
indigenous	deplorable
plantain	beak
Cotopaxi	turret
tapir	cannibals
myriads	acacia
armadillo	kangaroo
Polynesia	Aztecs
consummate	Farragut
gauntlet	concentrated
Donelson	canister
mortar-boats	Chattanooga
volleys	disguise
capabilities	Appomattox

ARITHMETIC, SECOND CLASS.

1. A sum of money was divided among A, B, and C. A had 45 per cent, B 33½ per cent, and C the remainder, which was $2709. What amount did each receive?

2. An agent sold 20 hhds. sugar, averaging 1112 lbs. each, at $.08½ per lb., charging 2½ per cent commission. What was his commission, and what sum should he pay the person for whom he makes the sale?

3. What per cent shall I gain or lose by selling goods marked 50 per cent above cost if I deduct 50 per cent from the marked price?

4. Multiply the sum of $\frac{2}{5}$ of 345.75 and .6 of 345.75 by 16.25, and divide the product by .00005.

5. If a man take a step 1.5 ft. long, in a second of time, how many hours, minutes, and seconds will it take him to walk 10 miles?

6. An agent received $5187.50 to invest in land after deducting his commission of $3\frac{3}{4}$ per cent. Find the amount invested, his commission, and the number of acres he could purchase at $125 per acre.

7. The product of three numbers is 481.38. One is 75, and another $\frac{\frac{1}{2} \text{ of } \frac{2}{3}}{3\frac{2}{5}}$. Find the third.

8. A bought goods for $2000. He sold them to B at a gain of 45 per cent. B sold them to C at a loss of 20 per cent. What per cent of A's gain is B's loss?

9.

9. A lot of goods cost $1824. One-half was sold at a loss of 25 per cent, and the other half at a profit of $75. Find the gain or loss, and how much per cent?

10.

$\frac{\frac{3}{4} + \frac{1}{5} + \frac{1}{20}}{\frac{6}{7} \div \frac{11}{21}} \div 2\frac{3}{4}$ equals what decimal?

GEOGRAPHY, SECOND CLASS.

1.

Name the surface regions, the political divisions, four prominent peninsulas and four of the largest rivers of North America. 2–2–2–4.

2.

Name the divisions of the West Indies? Describe the climate. Name five important agricultural products. 3–2–5.

3.

Name three commercial cities of the West Indies. Name the capital and two seaports of Mexico. Name four ports of the U. S. on the Gulf of Mexico. 3–3–4.

4.

Of what is the German Empire composed? What is the capital and what the form of government? Name the leading industries. Describe the natural wealth of Germany. 2–2–2–4.

5.

Describe the surface of Holland. In what parts of the globe has it foreign possessions? How is the internal trade carried on? Name the capital and two chief cities. 2–3–2–3.

6.

Name the capital and four seaports of Russia. Of what does the natural wealth of Sweden and Norway consist? What are the foreign possessions of Denmark? 5–3–2.

7.

Name capital and chief commercial city of Spain, of Italy, of Portugal. What are the chief exports of Portugal? 2–2–2–4.

8.

Name the Central States, Eastern Division. To what systems do the rivers of this division belong? Name three of the largest cities. 5–2–3.

Name the Central States, Western Division. What natural boundary has Iowa on the east and on the west? Name capital and largest city of Iowa. 6–2–2.

10.

Locate the "National Park." What mountain peak in Colorado? Capital of Colorado? What mountains cross Montana? What river crosses the northern part of the territory? 2 × 5.

HISTORY, SECOND CLASS.

1. Give names of first five Presidents and the dates including term of service of each.

2. Define Alien and Sedition Laws, and tell in whose administration, and why these laws were passed.

3. Name the most important event of Jefferson's administration. What invention in this administration?

4. What were the causes of second war with Great Britain? In whose administration did this war occur? How long did it last?

5. Name and locate three naval battles in second war with Great Britain.

Tell result of each battle.

6. Locate the following places:—

Lundy's Lane, Detroit, Queenstown Heights, River Thames, Ft. Mimms, and tell which party was successful in the battle fought at each place.

7. What was the Missouri Compromise?

8. Name the seventh President. What were the dates of his administration? Name three events of his administration.

9. Describe "Green's Retreat."

10. When, where and by whom were the first settlements made in Virginia and Georgia?

LANGUAGE, SECOND CLASS.

1. "The *British*, *crossing to* New York, *moved* to *attack* Washington.

Give syntax of italicized words.

2. Host, Quaker, songster, duchess, Jew.

Give corresponding gender.

3. Define a transitive and an intransitive verb. Example of each.

Write a sentence containing a verb in the passive voice.

4. Give the synopsis of the verb *go* in the indicative mode, progressive form, first person, singular number.

5. Conjugate the verb *draw* in the potential mood, past-perfect tense.

6. A skirmish ensued, in *which* seven Americans — the first *martyrs* of the Revolution — were killed. Parse italicized words.

7. Be, break, choose, know, sit. (Give principal parts.)

8. Ugly, narrow, eloquent, witty, gentle. (Compare.)

9. Write a sentence containing a predicate adjective, and one containing a predicate noun for the attributive complement, and one containing an objective complement.

Write a sentence containing a verb in the subjunctive mode, present tense, third person, plural. Write a sentence containing a verb in the imperative mode.

10. "She strives to *pierce* the blackness,
And looser throws the *rein*,
Her steed must *breast* the waters,
That dash *above* his mane."

Syntax of italicized words.

SPELLING, SECOND CLASS.

dissembling	gigantic
thoroughly	reparation
tacitly	Leopard
concealing	emissaries
Bohemia	enunciating
necessarily	unmanageable
unostentatious	Raisin
proficient	concession

incomparably	annihilated
Cologne	peremptorily
grenade	Niagara
macaroni	indefatigable
pledges	disciplined
intensified	inseparable
Wayne	Tippecanoe
laconic	reprisals
development	capabilities
neutral	Des Moines
perplexities	Pyramid
vaults	flaxseed
Balearic	cordage
tunny	Czar
pretence	Parthenon
steadily	Gypsies
anchovies	emporium

ARITHMETIC, THIRD CLASS.

1.

At $1\frac{2}{3}$ a bu., how many bushels of wheat can be bought for 57 bbls. of pork at $10\frac{2}{3}$ a bbl.?

2.

$(.96 \div 1600 \times 20000. + 3.2) \div .08 =$ what?

3.

What will be the cost of 6 bu. 2 pk. 3 qt. of seed at $.10 a pint?

4.

Reduce 864320 gr. Troy to higher denominations.

5.

If a man takes a step 2.5 ft. long, how many steps will he take in walking 5 miles?

6.

I bought 6 hogshead of molasses at $.60 a gallon and sold it at $.22 a qt. What did I gain?

7.

In 6 weeks, 3 da. 19 hr. 10 min., how many seconds?

8.

Multiply $\frac{4\frac{1}{3}}{8\frac{2}{3}}$ by $\frac{4\frac{1}{5}}{17\frac{1}{2}}$ and divide the product by $\frac{4}{5}$ of $\frac{6}{11}$ of $\frac{7}{16}$.

9.

Reduce $\frac{1}{13}$ of a mile to lower denominations.

10.

If .75 of acre of land cost $97.5, how much will 6.2 acres cost?

GEOGRAPHY, THIRD CLASS.

1. Name three large lakes in the Dominion of Canada[3]. What two islands constitute Danish America?[2] Name a city in Mexico[1]. Name the four largest islands in the West Indies, and a city in each.[4]

2. What Mts. in N. H.?[2] in Vt.?[2] Name two Mt. peaks in Mass.[2] Name and locate the largest city of Mass.[2], also of Maine.[2]

3. Name and locate the capital of Maine,[2] N. H ,[2] Vt.,[2] Mass.[2] and Conn.[2]

4. Which of the Great Lakes border on N. Y.?[5] Locate Delaware bay, Richmond, Washington, Buffalo, Baltimore.

5. To what three systems do the rivers of the southern states belong?[2] What two rivers cross Tenn.?[2] Name two rivers in S. C.,[2] in Ala.,[2] in Texas.[2]

6. What is the principal occupation of the people of the southern states?[2]

Locate Galveston bay,[1] Mobile bay,[1] Tampa bay.[1] Name five chief products of the southern states.[5]

7. What great lakes touch Michigan?[4] Into what do the rivers of Ill. flow?[2] Name two rivers in Ohio,[2] and into what do they flow?[2]

8. What large river crosses Dakota?[2] Name[2] and locate[2] the two largest cities of the central states. Name[2] and locate[2] the largest city on the Pacific coast.

9. What are the two most important minerals found in the Pacific states and territories?[2] Locate Mt. Hood,[2] Bitter Root Mts.,[2] Black Hills,[2] Wahsatch Mountains.[2]

10. What is the most northern town in N. A.?[2] Of what does the wealth of Alaska consist?[2] What natural curiosities are to be found in the mountainous regions of the Pacific states and territories?[2] What is the capital of Oregon?[2] of Idaho?[2]

HISTORY, THIRD CLASS.

1. What expeditions planned by the colonists in King William's War?[4] With what success?[4] What were the conditions of peace?[2]

2. What protected N. Y. in Queen Anne's War?[3] Where was it severest?[2] What change in name was made?[2] What change in territory was made at the close?[3]

3. Write the cause of the French and Indian War.

4. What were the objective points of this war and what made them so?

5. In what way do we first hear of Washington, in connection with this war?[1] In what two expeditions did he assist?[1] What disgraceful defeat did the English suffer?[1] What victory soon followed?[1] What was the last bat-

tle?[1] Who were the commanders?[2] What was the last result?[1] How many years after the opening of the war was peace declared?[1]

6. What were the conditions of the treaty of Paris?

7. What is the oldest settlement in New England?[2] When[1] and by whom[2] made? Why was Roger Williams driven from Massachusetts?[2] While in Mass. where did he live?[1] What became of him?[2]

8. What was the excitement of 1692? Settlement of 1628? of 1607? of 1683? An event of of 1619?

9. What two Indian chiefs planned a confederation of the tribes against the whites?[4] With whom[1] and where[2] did the Indians once make a famous treaty? What did they say?[3]

10. Why[3] and where[2] was Maryland settled? Why[3] and where[2] was Georgia settled?

LANGUAGE. THIRD CLASS.

1. Give the opposite gender of Quaker, Jewess, bride, duke, maid servant.

2. The syntax of italicized words:

Mr. Brown, the *teacher*, has come.
The *man's* horses ran away.
John is a fine *scholar*.
Have you read the *book?*

3. Singular and plural of deer, ox, atlas, luxury, valley.

4. Decline: myself, she, thou, man.

He tries very hard.
Parse and give syntax of he.

5. Write the possessive singular and possessive plural of parent, tooth, lady, child, fly.

6. Correct the following sentences:

It is him.

If John and Henry whisper he will be punished.

I seen him when he did it.

He gave it to you and I.

7. Write a complex sentence.

Write a compound sentence.

8. Compare healthful and diligent by more and most.

Compare old, good, brave.

9. Write the principal parts of make, fight, work, love, write.

10. Write two sentences containing an adverb formed from the following adjectives: brave, terrible.

SPELLING, THIRD CLASS.

1. awkward
2. subalterns
3. revengeful
4. Huguenots
5. fugitives
6. cereals
7. precipitous
8. vigilance
9. persistently
10. Niagara
11. credentials
12. citadel
13. solicitude
14. surveyors
15. neutrality
16. disastrous
17. Omaha
18. irrigation
19. comparison
20. superlative
21. Lincoln
22. Sacramento
23. development
24. annually
25. emporium
26. Minneapolis
27. Utah
28. thirty-eight
29. invasion
30. exorbitant
31. responsible
32. conceited
33. controlled
34. ferocity

35. debtor
36. irksome
37. Swedes
38. treachery
39. acquisition
40. privateers
41. Montana
42. Wyoming
43. skirmish
44. acquitted
45. artillery
46. audacity
47. Ticonderoga
48. platoons
49. avoirdupois
50. pennyweight

ARITHMETIC, FOURTH CLASS.

1.

Prime factors of 26840.

Divide the product of $200\times36\times30\times21$ by $9\times30\times40\times15\times14$.

2.

Write a *compound* fraction.

Write an *integer*.

Write an *improper* fraction.

Write a *complex* fraction.

Write *two like* fractions.

3.

Reduce to lowest terms $\frac{6465}{7335}$.

Reduce to an integer, or mixed number $\frac{5184673}{102}$.

Change 97 to an equivalent fraction with the denominator 15.

Reduce $\frac{3}{4}$ of $\frac{4}{5}$ of $\frac{9}{6}$ of $\frac{2}{3}$ of $\frac{1}{3}$ of $\frac{1}{4}$ of 6 to a simple fraction.

$$\frac{6\frac{2}{3}}{\frac{2}{15}}=?$$

4.

A man pays $\frac{1}{5}$ of his salary for rent and fuel, $\frac{4}{7}$ for groceries, $\frac{4}{21}$ for clothing, and the remainder, which is 190 dollars, he deposits in the bank. What is his salary?

Two men who are 275 miles apart, travel toward each other, one at the rate of $5\frac{1}{2}$ miles an hour, and the other at the rate of $4\frac{3}{4}$ miles an hour. How far apart are they at the end of an hour?

6.

A lady having spent $\frac{4}{20}$ of her money has 1920 dollars left. How much money had she at first?

7.

Write a proper fraction.
Write a mixed number.
How many halves in 12?
Change 75 to twenty-sevenths.
Name the terms of a fraction.

8.

From 1, take $\frac{67}{100}$. $32\frac{2}{5}$ is $\frac{18}{20}$ of what number?

9.

If $\frac{3}{7}$ of a vessel costs 1500 dollars, what will 15 such vessels cost?

10.

What is the difference between $\frac{7}{27} + \frac{1}{8} + \frac{11}{54}$ and $\frac{1}{8}$ of $\frac{24}{35}$ of $\frac{1}{3}$?

What simple fraction is equal to $\dfrac{\frac{7}{8} \text{ of } \frac{2}{3} \text{ of } \frac{4}{5} \text{ of } 9}{3\frac{7}{10} \times 2\frac{1}{3}}$?

GEOGRAPHY, FOURTH CLASS.

1. What two countries occupy the greater part of N. A.?[2] Bound each.[8]

2. Locate Bermuda Isles, Nova Scotia, Cape Prince of Wales, Strait of Belle Isle, Ohio River.

3. What lakes are drained by the Mackenzie River? St. Lawrence? Nelson? What five large rivers rise in the Rocky Mts.? What three cross "The Plains?"

4. Name the surface regions of N. A. Which is the most extensive?

5. What grains are raised in N. A.[4] Which one is a native of the continent?[3] What mineral is most abundant?[3]

6. What is the population of the U. S.? Form of government?

7. Name the capes on the Atlantic coast of the U. S.,[4] bays,[4] four seaports.[2]

8. How does the climate of the Atlantic coast differ from that of the Pacific? In what part are there but two seasons?

9. What mountains in the Atlantic Highland? Name the highest mountain in N. A., and tell where it is.

10. Locate Florida. What ocean current passes it?

LANGUAGE. FOURTH CLASS.

1. Analyze: The nestling fern unrolls its plume, and the modest woods are veiled with leaves.

2. Compare well, angry, last, bright, worse.

3. The *little girl's song* pleased *her father*.
Parse the italicized words.

4. Define sentence. How are sentences classified?

5. Write both numbers of dwarf, monkey, fox, piano, lion, party, shelf, mosquito, mice, church.

6. Write a sentence about the cars, and another about a steamer, and connect them by the conjunction but.

7. When is an adjective in the comparative degree? Write five adjectives in the comparative degree.

8. Decline: we, tooth, himself, dress, thief.

9. Write both genders of nun, wizard, widow, heir, landlord, goat, geese, negress, lion, administrator.

10. Write a sentence containing a noun of the masculine gender, plural number, objective case; and an adjective in the superlative degree.

SPELLING, FOURTH CLASS.

remainder	screeching
comparison	Mexico
West Indies	singular
descended	Greater Antilles
multiplier	establishment
prejudices	geography
Montreal	definite
impressive	Ontario
difficulty	uncontrollable
Halifax	Porto Rico
yielded	modified
double	Frigid Zone
honorable	Christian
excellent	croaked
orchestra	anniversary
Labrador	picturesque
icicles	similarity
minuend	Havana
apostrophe	perseverance
hay-harvesters	tradition
sentences	brilliant
Hayti	ventriloquists
Colorado Plateau	numerator
antecedent	phrases
developed	ventilation

GEOGRAPHY, FIFTH CLASS.

1.

Why is our country called the United States? How many states and territories does it comprise?

2.

What is the population of the U. S.? By whom are its laws made?

3.

Bound the New England States as a section, and give the capital of each state.

4.

Name the principal mountains in the N. E. states. Which is the highest, and where situated?

5.

What two islands south of Massachusetts? Name the longest river in N. E. and tell through, and between, what states it flows.

6.

What are the principal kinds of business carried on in N. E.? Name the most important.

7.

Name the Middle States. Give the principal manufacturing cities of each.

8.

What is the chief business of the Middle States? Name the chief seaport of America. What two great lakes are between N. Y. and Canada?

9.

What is the largest river of N. Y.? What river separates N. Y. and N. J. from Pennsylvania?

10.

Which is the second largest city in the Union? Of what state is Albany the capital? Harrisburg? Trenton? Dover? Annapolis?

ARITHMETIC, FIFTH CLASS.

1.

Write in figures: five dollars; twenty-five cents; six cents; two thousand dollars and fifty cents; twelve dollars and two cents.

2.

How much money in eight 5-dollar-bills? six 2's? four 10's? 2 half-dollars? and 1 quarter?

3.

From a farm containing 1054 acres, there were sold at one time 452 acres, at another time 259 acres. How many acres remained?

4.

In a schoolhouse 10 of the rooms will seat 50 pupils each, and 8 of the rooms will seat 48 pupils each. How many pupils can be seated in all.

5.

If seven men can do a piece of work in 12 days, in what time will 6 men perform the same work?

6.

Prime factors of 772,200.

7.

What must I pay for 27 yards of silk at $2.58 a yard, and 9 yards of linen at $1.50 a yard?

8.

$$\frac{16 \times 23 \times 18 \times 35 \times 7 \times 17}{34 \times 7 \times 8 \times 15 \times 4 \times 3} = ?$$

9.

I bought a cow for $65.00, a horse for $90.00, and a harness for $15.00; then sold them for $184.00. Did I gain or lose, and how much?

10.

680509738 ÷ 6935 and prove.

LANGUAGE, FIFTH CLASS.

1.

John, remain at home until you are called.

Over in the meadows croaked the frogs.

Tell the subject and predicate of each sentence.

2.

Write a sentence containing *two* prepositions, *two* nouns, and *one* adverb.

3.

Define an adverb. Name five.

4.

On the lower slopes of the mountains are dense forests.

Give the parts of speech.

5.

Define an imperative sentence and make one.

6.

Give the abbreviations for these words; namely, forenoon, Take Notice, Vermont, Governor.

Give the contraction for the following: shall not, will not, Yes Madam, can not, does not.

7.

On every side of the little village are vast cane-fields.

Give the parts of speech.

8.

she started on a voyage in april and visited london paris rome and vienna.

Capitalize and punctuate.

9.

Tell the parts of speech of the following words: by, off, too, herself, because, almost, Alas! an, and, heavy.

10.

John must leave the room.

Over the fence the boy jumped.

Tell the kind of each sentence.

SPELLING, FIFTH CLASS.

1.	New England.	26.	sleigh.
2.	defence.	27.	California.
3.	Massachusetts.	28.	extremely.
4.	garrison.	29.	New Hampshire.
5.	Delaware.	30.	adventures.
6.	situation.	31.	population.
7.	business.	32.	clothes.
8.	application.	33.	Manchester.
9.	Philadelphia.	34.	behavior.
10.	criminal.	35.	Merrimac.
11.	commerce.	36.	mischief.
12.	personal.	37.	dairying.
13.	New Jersey.	38.	gloaming.
14.	mental.	39.	Cape Henlopen.
15.	Maryland.	40.	patriots.
16.	petals.	41.	Trenton.
17.	fisheries.	42.	assistance.
18.	intensely.	43.	Potomac.
19.	peninsula.	44.	ermine.
20.	Nantucket.	45.	tobacco.
21.	fortnight.	46.	accident.
22.	Virginia.	47.	Baltimore.
23.	difficulty.	48.	deceived.
24.	wrapping.	49.	Concord.
25.	Pennsylvania.	50.	picnic.

EXAMINATION OF THE SALEM PRIMARY SCHOOLS. JUNE, 1885.

ARITHMETIC, FIRST CLASS.

1. A merchant bought 37 yds. of velvet at $4.62 a yd., and 49 yds. of silk, at $2.87 a yd. What was the cost of the whole? (10–5–0.)

2. Add $769.48; $97.38; 64c.; $87.95; $6045; $68; $7.46; 8c. (10–5–0.)

3. Multiply 638,409 by 8,024. (10–0.)

4. Divide 8,406,028 by 96. (10–0.)

5. One railroad is 2,675 miles long, and another is 789 miles long. How much longer is one road than the other? (10–5–0.)

6. Write in figures,—One million, six thousand, fifteen; twenty-five million, sixty; five hundred five thousand. MDCXCIV. Change to Roman numerals 1885. (2 for each.)

7. $365 \times 13 + 186 - 839 \times 5 \div 6 = ?$ (2 for each.)

8. There are 12 eggs in a dozen; how many dozen in 24,036 eggs? (10–5–0.)

9. From $10,450 take $463.75. (10–5–0.)

10. In one city there are 25,684 inhabitants, in the second are 13,700, in a third are 10,485, and in a fourth are 29,756. How many inhabitants are there in all these cities? (10–0)

GEOGRAPHY, FIRST CLASS.

1. Name the N. E. states and the capitals of each.

2. Name the longest river, and the highest mountain in N. E.

3. What is the most important business in N. E.?

4. Name two capes on the eastern coast of Massachusetts.

5. Name the Great Lakes. Which is the largest?

6. What is an island? Name one.

7. What mountains are in the eastern part of the U. S.?

8. Name the countries of N. A.

9. Between what oceans is the U. S.?

10. What is a peninsula? Name one.

LANGUAGE, FIRST CLASS.

1. I see a picture of a quiet lake. The surface is as smooth as glass.

2. Charles, did you ever visit the Museum in Boston?

3. The capital of the United States is Washington.

4. Will you go to Lynn with me, John, next Thursday? I will if it is pleasant.

5. Here is a pretty sight. On one side are high mountains and between them is a broad valley.

SPELLING, FIRST CLASS.

1 building
2 blackberries
3 patiently
4 multiplier
5 currants
6 creature
7 animal
8 caterpillar
9 trouble
10 laughing
11 Indian
12 Robert
13 certainly
14 England
15 running
16 scholar
17 field-mouse
18 depths
19 pudding
20 quotient
21 extremely
22 echoed
23 money
24 themselves
25 neighbor

SALEM CLASSICAL AND HIGH SCHOOL.

QUALIFICATIONS FOR ADMISSION.

Scholars who have received the diploma of their respective grammar schools are admitted to the High school without examination. Promotions take place at the beginning of the autumn term in September.

For those who are not graduates of a grammar school, an examination will be held the last week in June. The exact date will be advertised in the local papers. The qualifications prescribed by the school committee for admission are as follows. The candidates must be at least twelve years of age; must present written testimonials of character and scholarship from their last teacher; and must obtain upon an examination in Spelling, Reading, Geography, United States History, English Grammar, and Arithmetic, such an average of excellence as the master and High School committee may, from year to year, establish as the minimum of admission.

Candidates for classes higher than the Junior class, and scholars coming from other High schools, are allowed to enter such classes as, on examination, they may be found best fitted for.

Pupils whose parents or guardians reside elsewhere are allowed to attend school on payment of tuition. The charge is $50 per annum, payable semi-annually in advance.

Parents thinking of sending their boys to colle ge or to a technological school, or their girls to college, are requested to confer with the master in the beginning.

COURSES OF STUDY.

There are two courses of study: 1. The English course; 2. The classical course.

Note. Each study must have at least 12 recitations a week, each girl 18. Figures indicate number of recitations per week.

ENGLISH COURSE.

First Year—Junior Class.

First Term:—Algebra 4, History 4, English 2, Commercial Arithmetic 2.

Second Term:—Algebra 4, History 4, English 2, Physiology 2.

Second Year—Middle Class.

First Term:—Algebra 3, Arithmetic 3, English 3, Physics 3.

Second Term:—Geometry 3, Rhetoric 3, Bookkeeping 3, Physics 3.

Third Year—Senior Class.

First Term:—Geometry 3, English 3, Physics 3, Geology 3.

Second Term:—Geometry 3, English Literature 3, Chemistry 3, [Botany 3, or Trigonometry 3].

Note. See paragraph in regard to diplomas.

Fourth Year—Advanced Class.

First Term:—Astronomy 4, English Literature 4, History 2, Chemistry 2.

Second Term:—Review of Arithmetic 3, English Literature 4, History 3, Political Economy 2.

Compositions and declamations throughout the course.

COLLEGE, OR CLASSICAL COURSE.

First Year—Junior Class.

First Term :—Latin (Grammar and Reader) 4, Algebra 4, and choice from corresponding part of English course to make up 12 recitations a week.

Second Term :—Same as First Term.

Second Year—Middle.

First Term :—Latin (Cæsar) 4, Greek (Grammar and Lessons) 4, Algebra 3, Physics 3.

Second Term :—Latin (Cæsar) 4, Greek (Xenophon) 4, Geometry 3, Physics 3.

Third Year—Senior Class.

First Term :—Latin (Cæsar, Virgil) 4, Greek (Xenophon, Greek Composition) 4, French (Grammar, Exercises) 3, Mathematics 4, History (Ancient) 1.

Second Term :—Latin (Virgil, Latin Composition, Latin at sight) 4, Greek (Xenophon, Greek Composition, Greek at sight) 4, French (Exercises, Translation) 3, Mathematics 4, History (Ancient) 1.

Fourth Year—Advanced Class.

First Term :—Latin (Cicero, Latin at sight) 4, Greek (Herodotus, Greek at sight) 4, French 2, Mathematics 4.

Second Term :—Latin (Ovid, Latin Composition) 4, Greek (Iliad, Greek Composition) 4, French 2, Mathematics 4.

Compositions and declamations throughout the course.

Note. English, as required for college, and such further Physics as may be needed, will be taken when they can be arranged to the best advantage of the pupil.

EQUIVALENTS.

Provided the scholar be qualified, any study of the English course may be replaced by a language from the classical course, or by French or German as mentioned below, with the following restrictions. Algebra in the first year, and Geometry in the second year, cannot be omitted; and either Algebra or Arithmetic must be taken in the second year. No pupil can enter the class in English later than the beginning of the third year.

A class in French (Sauveur Method 4) begins in the second year and continues through the course. German (4) can be taken in the fourth year.

DIPLOMAS.

Appropriate diplomas are awarded to those who have completed either three or four years of study. To entitle a scholar to a diploma he must have obtained his promotion regularly each year and have maintained during the last year an average of excellence not less than the minimum fixed for promotion.

LIST OF BOOKS USED IN THE HIGH SCHOOL.

Dictionaries :—James & Molé's French; Whitney's German; Liddell & Scott's Greek; White's Latin; Worcester's English; Webster's English.

English :—American Poems (Longfellow, Lowell, Whittier); Tales from Shakespeare; Sketch Book; Macaulay's Lays; School editions of standard English Poets (Scott, Gray, Goldsmith, Tennyson, Wordsworth, Coleridge, Milton, Shakespeare, Spencer, Chaucer); Selections from Addison, Burke, Webster; Hill's Rhetoric. Also such other English works as may be prescribed for admission to college.

French :—Otto's Grammar: La Fontaine's Fables; Petites Causeries; Sauveur's Grammar; Le Cid; Athalie; Le Misanthrope; Le Bourgeois Gentilhomme; College Series of French Plays; Contes Merveilleux; Le Philosophe sous les toits; Nouvelles Génevoises; Picciola; L'Avare; Marcellac's Manuel d'Histoire de la littérature française.

German :—Ahn's Grammar; Adler's Reader; Undine; Wilhelm Tell.

Greek :—Goodwin's Grammar and Reader; Jones' Prose Composition; White's Lessons; Keep's or Boise's Homer's Iliad; Herodotus; Xenophon.

Latin :—Harkness's Grammar, Reader and Prose Composition; Allen's Composition; Cæsar's Commentaries; Cicero; Virgil; Ovid.

History:—Swinton's Outlines; Green's English History; Pennell's History of Rome; Pennell's History of Greece.

Mathematics:—Crittenden's Commercial Arithmetic; Hagar's Arithmetic; Wentworth's Arithmetic; Greenleaf's Algebras; Perrin's Drill Book in Algebra; Wentworth's Geometry; Duff's Bookkeeping and Blanks; Robinson's Surveying and Navigation.

Science:—Eliot & Storer's Chemistry; Avery's Physics; Gray's School and Field Book of Botany; Steele's Physiology; Warren's Physical Geography; Dana's Text Book of Geology; Lockyer's Astronomy; Morse's Zoology; Champlin's Political Economy.

GRAMMAR SCHOOLS.

Arithmetic:—Franklin Written; Colburn's First Lessons.

Dictionaries:—Worcester's Primary, Elementary or Comprehensive.

Drawing:—American Text Book of Art Education, L. Prang & Co.

Grammar:—Patterson's Elements of Grammar; Knox's Language Lessons.

Geography:—Swinton's Grammar School; Scribner's Geographical Reader.

History:—Barnes' Brief History of U. S.: Higginson's Young Folks U. S.

Readers and Spellers:—Franklin 4th, 5th and 6th, and Intermediate: Lippincott's Series; Appleton's 5th (for sight reading.

Worcester's Comprehensive Speller.

Writing:—Duntonian System; Payson, Dunton & Scribner's.

PRIMARY SCHOOLS.

Arithmetic :—Franklin Primary and Elementary.

Dictionary :—Worcester's Primary.

Drawing :—American Text Book of Art Education, L. Prang & Co.

Geography :—Swinton's Introductory Geography; Scribner's Geographical Reader.

Readers and Spellers :—Franklin 1st, 2nd and 3rd, and Intermediate; Monroe's 1st and 2d Reader and Chart Primer; McGuffey's Eclectic; Sheldon's 1st, 2nd, 3rd and 4th; Appleton's 2nd; Lippincott's 2nd and 3rd. Barnes' 1st, 2nd, 3rd and 4th.

Writing :—Duntonian Primer; Payson, Dunton and Scribner's Shorter Course.

ALL THE SCHOOLS.

Music :—Mason's Series Music Readers. Eichberg's High School Music Readers, in High School.

CORPS OF TEACHERS.—Dec., 1885.

[A prompt notice of change of residence is requested by the Secretary. The date of election to present position is given in Roman type. If the teacher had previously served elsewhere, the earliest date of such appointment is stated in *italics*.

HIGH SCHOOL, BROAD STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
Arthur L. Goodrich,	Master	$2,200	June, 1882. *October*, 1874.	6 Linden.
Charles C. Dodge,	Sub-master	1,500	June, 1882.	22 Federal.
Susan A. Osgood,	First Asst.	1,100	February. 1868. *Sept.*, 1858.	Chelsea.
Mary J. Thayer,	Assistant	650	October, 1867. *Sept.*, 1863.	34 Broad.
Alice Jenkins,	"	650	October, 1876. *March*, 1865.	Lynn.
Jane M. Gray,	"	650	September, 1882. *February*, 1877.	13 Mall.
Elizabeth P. Knight,	"	650	June, 1882.	92 Essex.
Mary R. Sawyer,	"	650	June, 1883.	11 Roslyn.
		$8,050		

BENTLEY GRAMMAR, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I,II.	Hannah E. Choate,	Principal	$1,500	April, 1873. *Dec.*, 1857.	23 Norman.
III	Mary A. Coleman,	First Asst.	600	Sept., 1846.	3 Winter.
IV.	Eliza G. Coggswell,	Assistant	500	Sept., 1855.	64 Wash'n sq.
V.	Clara P. Wardwell,	"	500	July, 1874.	20 Hathorne.
			$3,100		

BOWDITCH GRAMMAR, DEAN STREET.

CLASS	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	FRANK L. SMITH,	Principal.	$1,800	Dec., 1874.	131 Federal.
	Mina C. Smith,	Asst. to Prin.	200	*Sept.*, 1864	19 Mason.
II.	Margaret G. Standley.	Sub-Prin.	800	June, 1863.	5 Spring.
II.	Lucy W. Files,	Assistant	500	Sept., 1878.	250 Wash'n.
III.	Susan T. Sanborn,	"	500	April, 1876.	32 Buffum.
III.	Laurette H. Files,	"	500	Feb., 1882.	250 Wash'n.
III.	Flora J. Sibley,	"	500	Jan. 1883.	3 Union Pl.
IV.	Harriet D. Bowen,	"	500	June, 1880.	165 Federal.
IV.	Susan K. Rogers,	"	500	July, 1874.	6 North Pine.
IV.	Grace A. Tuttle,	"	500	Dec., 1884.	113 Federal.
V.	Eunice G. Burnham,	"	500	May, 1871.	366 Essex.
V.	Helen M. Miner,	"	500	Dec., 1874.	146 Wash'n.
V.	Grace E. Childs,	"	500	May, 1882.	345 Essex.
			$7,300		

PHILLIPS GRAMMAR, WASHINGTON SQUARE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I,II.	EDWIN R. BIGELOW,	Principal	$1,800	Aug., 1876.	117 Federal.
III.	Mary E. Stanley,	First Asst.	600	*Nov.*, 1857. Oct., 1864.	20 Andrew.
III.	Martha F. Allen,	Assistant	500	Feb., 1876.	Beverly.
IV.	Georg'na A. Burnham,	"	500	*Sept.*, 1872. June, 1865.	18 Andrew.
IV.	Carrie F. Lucas,	"	500	Dec., 1879.	2 Woodb'y ct.
V.	Clara M. Greenough,	"	500	Sept., 1879.	4 Barton sq.
V.	Charlotte M. Newton,	"	500	Nov., 1881.	2 Winthrop.
			$4,900		

PICKERING GRAMMAR, BUFFUM AND SCHOOL STREETS.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I,II.	WM. P. HAYWARD,	Principal	$1,800	Sept., 1852.	83 Summer.
III.	Sarah E. Cross,	First Asst.	600	*Dec.*, 1843. March, 1845.	7 Piedmont.
IV.	Mary A. Cross,	Assistant	500	March, 1851.	13 Liberty.
V.	Caroline Wiggin,	"	500	Oct., 1884.	37 Lafayette.
			$3,400		

SALTONSTALL GRAMMAR, HOLLY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	OWEN B. STONE,	Principal	$1,800	Sept., 1873.	1 Holly.
II.	Ella F. Kehew,	First Asst.	600	*Sept.*, 1854. March, 1865.	5 Holly.
III.	Georgiana Lewis,	Assistant	500	Oct., 1867.	4 Porter.
IV.	Georgiana R. Kehew,	"	500	Sept., 1870.	5 Holly.
IV.	Abby A. Grant,	"	500	Jan., 1870.	6 Andrew.
V.	Alice P. Jackman,	"	500	Sept., 1878.	67 Lafayette.
V.	Sarah E. Towne,	"	500	Nov., 1871.	11 Everett.
			$4,900		

BENTLEY PRIMARY, ESSEX STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	S. AUGUSTA BROWN,	Principal	$600	Nov., 1842.	54 Wash'n sq.
II.	Alice M. Jenks,	Assistant	500	Nov., 1881.	103 Federal.
III.	Margaret M. Haskell,	"	500	Jan., 1866.	54 Wash'n sq.
IV.	Frances W. McMurphy,	"	500	June, 1883.	25 Pickman.
			$2,100		

BERTRAM SCHOOL, WILLOW AVENUE.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HARRIET M. TYLER,	Principal	$600	Sept., 1857.	7 Cherry.
II.	Susan M. Glover,	Assistant	500	Oct., 1871.	46 Endicott.
III.	Kate E. Batchelder,	Assistant	500	Oct., 1872.	108 Lafayette
IV.	Harriet P. Gill,	Assistant	500	Sept., 1873.	108 Lafayette.
			$2,100		

BROWNE SCHOOL, ROPES STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	MATILDA POLLOCK,	Principal	$600	Nov., 1863.	10 Winthrop.
II.	Emma F. Earle,	Assistant	500	Feb., 1877.	35 Hazel.
II.	Ada B. Pike,	"	500	Feb., 1879.	24 Winthrop.
III.	Emma A. Graves,	"	500	May, 1870.	22 Federal.
III.	Martha P. Ober,	"	500	Nov., 1879.	1 Holly.
IV.	Mary J. Bigelow,	"	500	Dec., 1880.	56 Lafayette.
IV.	Julietta M. Averill,	"	500	Feb., 1876.	280 Wash'n.
			$3,600		

CARLTON SCHOOL, SKERRY STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	CAROLINE P. DALTON,	Principal	$600	Jan., 1855.	40 Wash'n sq.
II	Abby L. Burnham,	Assistant	500	April, 1876.	18 Andrew.
III	H. Augusta Moulton,	"	500	April, 1866.	105 Federal.
IV.	Laurette P. Emerson,	"	500	Dec., 1880.	269 Bridge.
			$2,100		

ENDICOTT SCHOOL, BOSTON STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	ABBY F. NICHOLS,	Principal	$600	June, 1862.	153 Federal.
II.	Sarah F. Daniels,	Assistant	500	Sept., 1864.	Peabody.
III.	Caroline Stevens,	"	500	March, 1848.	20 Winthrop.
IV.	Mary B. Chamberlain,	"	500	Oct., 1876.	15 Margin.
			$2,100		

LINCOLN SCHOOL, FOWLER STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	AMELIA R. THAXTER,	Principal	$600	Oct., 1877.	6 Federal ct.
II.	Lucy E. Adams,	Assistant	500	*May*, 1859 March, 1870.	47 Endicott.
III.	Caroline F. Allen,	"	500	May, 1878.	114 Federal.
IV.	Abby B. Skinner,	"	500	Feb., 1881.	14 Howard.
			$2,100		

LYNDE SCHOOL, HERBERT STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HELEN A. WHITE,	Principal	$600	Sept., 1865.	13 Margin.
II.	Annie S. Hill,	Assistant	500	Jan., 1866.	20 Walter.
III.	Elizabeth H. Tuttle,	"	500	Oct., 1876.	113 Federal.
IV.	Mary A. Smith,	"	500	April, 1884.	10 Upham
IV.	*Annie J. Coan*,	"	500		8½ Herbert.
			$2,600		

OLIVER SCHOOL, BROAD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	EMILY A. GLOVER,	Principal	$600	Oct., 1864.	15 Hathorne.
II.	Annie L. Warner,	Assistant	500	Oct., 1877.	6 Mt. Vernon.
III.	Eliza J. Rice,	"	500	March, 1878.	20 Mt. Vernon.
IV.	Elizabeth E. Farmer,	"	500	Dec., 1876.	109 North.
IV.	Gertrude A. Fuller,	"	500	March, 1885.	53 Endicott.
			$2,600		

PICKMAN SCHOOL, SCHOOL STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	HARRIET M. STETSON,	Principal	$600	April, 1873.	59 Barr.
II, III.	Ella F. Carr,	Assistant	500	June, 1882.	204 North.
IV.	Sarah N. Littlefield.	"	500	Sept., 1873.	68 Buffum.
			$1,600		

PRESCOTT SCHOOL, HOWARD STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	R. ANNA HARRIS,	Principal	$600	June, 1859.	15 Federal.
II.	Kate M. Gray,	Assistant	500	April, 1880.	13 Mall.
III.	Elizabeth T. Lyon,	"	500	June, 1883.	23 Mall.
IV.	*Sarah F. Morrison*	"	500		7 Eden.
			$2,100		

UPHAM SCHOOL, NORTH STREET.

CLASS.	NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
I.	ELIZ'TH C. RUSSELL,	Principal	$600	June, 1884.	10 Winter.
II.	Emily S. Phelps,	Assistant	500	*Sept.*, 1854. March, 1870.	16 Federal.
III.	Laura J. Symonds,	"	500	Oct., 1876.	10 Orne.
IV.	Laura M. Carleton,	"	500	June, 1884.	87 North.
			$2,100		

NAUMKEAG SCHOOL, ROPES STREET.

NAME.	POSITION.	SAL'RY	DATE OF ELECTION.	RESIDENCE.
SARAH P. CLEMONS,	Principal	$600	April, 1882.	403½ Essex.
Annie V. Ward,	Assistant	500	April, 1882.	19 Herbert.
		$1,100		

NAME.	POSITION.	DATE OF ELECTION.	[illegible] RESIDENCE.
[illegible]	[illegible] Teacher	[illegible]	[illegible]

TRUANT OFFICERS.

NAME.	SALARY.	DATE OF ELECTION.	RESIDENCE.
[illegible]	[illegible]	[illegible]	[illegible] Margin.
[illegible]	[illegible]	[illegible] 1895.	4 Park.
	[illegible]		

JANITORS.

NAME.	SALARY.	SCHOOLS.	RESIDENCE.
Wm. H. Baker,	$650	1-Phillips,	6 Ash.
Michael Buckley,	350	2-Carlton & Prescott.	15 Gedney Court.
Frederick H. Hunt,	425	2-Bentley & Lynde.	17 Hardy.
Joseph Tomlinson,	700	1-Bowditch,	36 Albion.
Charles H. Merrill,	500	2-North Salem.	33 Northend.
James E. Tufts.	350	2-Lincoln & Endicott.	5 Warren Court.
John W. Wheeler,	650	3-South Salem.	4 Harrison Avenue.
John S. Wardwell,	450	2-High & Oliver.	12½ Mt. Vernon.
	$4,075		

SCHOOL CALENDAR FOR THE YEAR 1886.

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1. *School year* began Monday, Sept. 7, 1885.
   Second term begins Monday, February 1, 1886.
   School year ends Saturday, July 10, 1886.
   Next school year will begin Monday, Sept. 6, 1886.

2. *Vacations:*—Monday to Saturday. The week in which Fast Day occurs.
   Monday, July 12, 1886, to Saturday, Sept. 4, 1886, both included.
   Thanksgiving Day and the two days following.
   Christmas to New Year's, Dec. 25, 1886, to Jan. 1, 1887, inclusive.

3. *Legal Holidays:*—Washington's Birthday, February 22, 1886.
   Decoration Day, May 30.
   Fourth of July.

4. *Number of weeks* of actual school time, after deducting the vacations and holidays, as above, 41.

5. *Number of sessions:*—High School, one each week-day, except Saturday; Grammar, Primary and Naumkeag schools, two each week-day, except Wednesday and Saturday, and then but one.

6. *Hours of session:*—
   High School, April 1 to November 1, from 8 A. M., to 1 P. M.; November 1 to April 1, from 8½ A. M., to 1 P. M.

   Grammar schools, April 1 to September 1, from 8½ to 11½ A. M.; September 1 to April 1, from 9 to 12 A. M., and 2 to 4 P. M., the year round.

   Primary schools, April 1 to September 1, 8½ to 11½ A. M.; September 1 to April 1, 9 to 11½ A. M., and 2 to 4 P. M., the year round.

   Naumkeag School, like the primaries.

[illegible] OF [illegible]—DEC. [illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

7. *Detentions permitted:*—fifteen minutes after morning sessions; one-half hour at the close of the afternoon sessions.

8. *Times of monthly reports* from teachers and presentation of pay rolls: January 30, February 27, April 3, May 1, May 29, July 3, October 2, October 30, December 4, December 31.

9. *Times of meeting:*—School Committee, the third Monday evening in each month. Executive committee, the first Wednesday evening in each month.

10. *Dates for presenting* all bills against the school committee, not later than the last Monday of each month. All bills should be sent to the secretary's office, No. 6 City Hall.

11. *Secretary's office hours:*—9.30 A. M. to 12.30 P. M.; 2 30 P. M. to 5.30 P. M. on school days. Office at No. 6, City Hall.

JUN 5 1929